

The CATHOLIC SCHOOL JOURNAL

Vol. 38

NOVEMBER, 1938

No. 9

Vocational Guidance in Secondary Schools

Lloyd J. Hughlett

A RECENT article in the CATHOLIC SCHOOL JOURNAL discussed the difficulty of providing proper and adequate guidance for students in parochial schools.¹ The problem is indeed an important one since it reflects a neglect of this very important aspect of education. Anticipating the obstacles meeting him upon leaving school the student is now anxious to gain some preliminary knowledge of the possibilities of his lifework. Besides teaching the fundamentals of the learning processes and certain habits and ideals of living there remains to the school the problem of bringing the student *vis-a-vis* with life situations. Father Hubert Newell recognized this difficulty when he spoke of the functions of guidance. Limitations to the development of a guidance program in the diocese of which he is superintendent of schools seemed to preclude the inauguration and development of any specific plan for the solution of the guidance problem.

Sympathizing with this superintendent of schools and others who face this predicament of parochial education, I am offering these experiences for developing a program for vocational guidance. These experiences undoubtedly may be limited to particular situations but, nonetheless, there are certain instrumental values in the manner in which the problem was approached.

Need Imminent and Apparent

To impress upon a youth the importance of his choice of profession or vocation is not a problem. The critical unbalance of our economic system has in many cases vividly impressed upon the student the necessity of choosing a lifework by which he may successfully support himself and from which he may derive the maximum amount of happiness. Youth is anxious to find its way. The advantage of being able to stand on his own feet after high school or college is of paramount significance to him. The importance of this attitude is too frequently overlooked or neglected by the counselors of boys and girls. To the

EDITOR'S NOTE. This article is a direct response to Father Newell's article in THE CATHOLIC SCHOOL JOURNAL of March, 1938. Here a Catholic engaged in public-school guidance work tells in an introductory way his experience in conducting a vocational-guidance program in a summer session of a Catholic high school as a way in part to meet the problem suggested by Father Newell. An especially significant aspect of this article is the emphasis on the student's making his own decision and fitting himself to make an intelligent decision.

boy or girl, however, it is a real and absorbing problem, and justly so. Without economic integration the possibility of accomplishing other purposes in life is removed.

When is it advisable immediately to direct the student into the task of studying individually the various trade and professional opportunities which are open to him? Vocational guidance, from the implication of the terms, presents an interesting dilemma. Does it consist of supplying the student with information and the values of experience, or, is it simply a means of preparing the student to make a study of his particular prob-

lems after the necessary instrumental means for doing so have been demonstrated to him?

When the student earnestly takes up the task of determining his lifework it is apparently necessary not only to show him how he can ascertain what he is best fitted to do but also to demonstrate to him how he should go about further study and analysis of his interests.

The Broad Field of Guidance

Guidance has been employed frequently to include a rather broad field: physical development, home and family conditions, use of leisure time, development of personality, determination of religious conflicts, social standards, educational problems, and finally vocational difficulties. These problem areas, which are brought within the scope of the counselor, may be multiplied many times over.

There are a great many crises in the life of the adolescent which cannot be handled successfully without the assistance of older experience. Prescriptive guidance, in the strategic position of the secondary school, gives this required assistance. Not only that, it lends itself further to a progressive ability for self-guidance on the part of the student.

In response to inquiries of parents as to the possibility of vocational guidance for their boys of high-school age, it was decided to introduce a five-weeks course in guidance for high-school students during the summer. Those electing to take the course reflected the interest of the group. Since the program

¹Beginning of the Guidance Program in our Diocesan Schools, Rev. H. Newell, March, 1938.

involved study, the writing of papers, and the preparation of reports, it was decided to extend credit to those students who satisfactorily complied with the specific requirements of the course. This was an added incentive, and added prestige to the work.

Willing Helpers

Within the Los Angeles metropolitan area there are a great many representatives of various municipal utilities and personnel directors whose work it is to address groups in vocational-guidance courses. These speakers will willingly co-operate with the director of the course and will give a talk which can be made to fit neatly into the general program. During the course of lectures which were offered by these men and women, who so willingly contributed of their time and experience, were representatives from the professional fields of law, medicine, commerce, and business administration. The skilled trades were represented by directors from the personnel departments of several large business establishments and trade schools. Those students who were interested in the possibility of civil-service work received the advice and guidance of a civil-service officer.

There is no difficulty in obtaining these men. They will most gladly contribute of their time to the enlightenment of the students in secondary schools. The responsibility of organizing a practicable series of lectures and providing a plan whereby they can be given to the vocational classes rests upon the director of the guidance program.

Use and Limitations of Tests

Tests and scales of achievement are sometimes used as the beginning or the basis for the collection of objective data on the student. Tests alone, together with their interpretation according to the principles of their composition, are insufficient. Personal counseling is indispensable. In any vocational-guidance program the counselor unquestionably is cast in the most important role. It is upon his advice, after reading the correlations and results of the tests and after discussing the youth's individual problems, that the groundwork is laid for the youth's study of his own particular vocational problems. The boy or girl, after laying before the counselor his difficulties, receives advice as to additional study and the analysis of his interests. This is a delicate, difficult task for the counselor, one in which his maturity, information, and understanding are imperative to satisfactory guidance. Upon the shoulders of the counselor rests the responsibility of aiding the pupil to a decision of what his lifework will probably be. Although the program of vocational guidance should tend to make the student capable of self-guidance there is some danger that the adviser may be unable to interpret situations and problem occupations to his students. Untrained and beginning advisers are apt to permit a partial and personal estimation of various problem situations to influence their decisions. The position of counselor is difficult to fill since advisers available for such work are few. The adviser must at once be a master of the science of psychology as well as of tests and measurements; he must possess a knowledge of the employment field, have a broad experience, and understand thoroughly the problems and viewpoint of the adolescent.

Persons leading a comparatively retired life and those who are out of focus as to the economic perspective are unqualified for this responsibility. During the five-weeks summer course we were able to obtain the services of a counselor from the city's department of adult education. By experience and research prepared for this work, he ideally fitted into our program. Other Catholic secondary schools can obtain the services of these experienced advisers by contacting the department of education in their city.

There are a number of standard tests which are being used for an analysis of the general reaction to occupations. While their inadequacy has been recognized, they are able to serve three general purposes: (a) selection of group occupations as related to group subjects in school; (b) designation of working conditions which are best related to the student's interests and abilities; (c) stimulation of thought on occupational choices.

The purpose of vocational guidance is the assistance of youth to interpret, adjust himself, and make wise choices in life situations. The factor of tests and measurements may serve to aid the adviser in this work. The purpose of all forms of guidance is to show the individual how he is to help himself. Tests are only the means to this end and a means only insofar as the counselor wishes to employ them as a preview of the student's attitudes, habits of thought, and interests. There are quite a number of suitable tests for the determination of vocational recommendations. Great care must be observed in their administration since their use is limited to specific purposes and types of students. It is advisable that the director of the vocational classes select the tests himself, basing his choice upon the particular level and types of students for the test. All tests, when considered from the viewpoint of their individuality, are liable to an error which may sometimes be as great as 70 per cent. When viewed from their collective efficiency for prognosticating a group's ability is between 74 per cent and 80 per cent valid.

Perhaps the most effective alternative to testing (which may also be employed simultaneously to assure completer results) is the self-analysis method. The class is made acquainted through the instructor with the qualities and character traits requisite to profiling his own rating. The self-analysis method is an excellent supplementary agency even when used with those boys and girls who place a morbid emphasis upon introspection. Its remedial and corrective influence can be made very effective when discretely employed. Unless prudently administered this form of work should be avoided where these types are concerned. Several good blanks to be used as forms are reproduced in Jones's, *Principles of Guidance*.

The Student's Co-operation

From the very beginning of the course emphasis must be placed upon the student's own development. It is far from enough to simply point out the advantages, disadvantages, requirements, abilities, and characteristics necessary to various professions. The student must learn how to make his own analysis. After all, the decision of what tools he is to use eventually to assure himself economic independence and happiness rests solely upon his own choice.

Because of the widely spread differentiation affecting the student population the problem arises of devising indicators for various technical, commercial, literary, trade, and industrial courses appropriately patterned for each student. Pupils who enter high school should not be permitted to become insensible to the objectives of social integration. Their teachers, on the basis of arithmetic, writing, and reading tests, assign their pupils to sections of various levels. The subsequent results of other standardized tests offer cumulative evidence of their differential abilities. Once these achievements are recognized by the teachers and principals the student can then be properly adjusted to various educational opportunities. In this way certain vocational objectives may become defined.

Tests are constantly being put to more extensive uses. Industrial personnels, vocational and educational counseling departments are making more frequent use of their practical value. Emphasis, however, must be placed upon the intelligent understanding and use of these tests. They are not simple meter sticks which any amateur can use for measurement of

aptitudes, intelligence, and abilities. Their administration depends on the discretion of the administrator. Their whole service is one of individualizing adjustment and training. To overlook this quality is to disregard the various patterns which test data signify.

The use of vocational and aptitude tests can be substantially improved in several ways: (1) Tests should be detailed in the information which they furnish. Abilities are distributive and consequently their results should be detailed adequately for examination. (2) The tests should record cumulatively achievements from year to year. (3) Follow-up studies should be made on students after they enter the different trades and professions in order to correlate the significance of test data on file. There is generally some member of the faculty

who is interested in such work and whose hobby it could become for making these follow-up studies.

Guidance in Catholic Schools

In the Catholic secondary-school systems of fairly large cities the question of establishing a co-ordinated guidance program is not a particularly difficult one. Laboring under financial and personnel restrictions a system may be inaugurated which can provide for an adequate scheme of guidance. Fundamentally any such program must be co-ordinative among the schools involved rather than imposed upon them through the regular lines of authority. Secondly a specific program of recommendations and organization must be adopted as a working program.

Organizing the Curriculum for the Bright Pupil — I. The Bright Pupil

Sister M. Eleanore, C.S.C., Ph.D.

Foreword

THE purpose of this study is to report on research concerning the various plans now in use in schools throughout the United States to organize the curriculum so as to care for the upper tenth in the learning range of the school population, to examine the merits of these plans, and to select the one that seems in the judgment of the writer best to achieve the ends desired.

Definition of the Bright Pupil

THE bright pupil is one of the group of "about 20 to 25 per cent of the school population at the upper end of the learning range,"¹ with an intelligence quotient from approximately 110 to 130.

It is a far cry from the days when the boy who could not learn and, almost as frequently, the boy who could learn but was so bored by the slow routine of class that he got into mischief, were perched on a stool with a dunce cap disgracing a head too slow of thought in the one case and too quick of thought in the other. If tests and measurements and all the other "tomfoolery," as modern educational methods are sometimes named, had done nothing more than do away with senseless cruelty to those at the extremes of the learning range, they would have thus justified themselves.

Perhaps it is not remarkable that the fact of subnormal mentality among school children was discovered first and means to take care of it occupied all the attention of educators for some time. Bright children did not bother dear teacher nearly so much. Poor report

EDITOR'S NOTE. Sister Eleanore has reviewed the literature on organizing the curriculum for the bright pupil and has digested many of the suggestions to be found in that literature. We present them here to keep before you the problem of the bright pupil and that you may consider the proposals for their possible application to your own situations. You will find an excellent warning in many parts of these articles concerning the injury that may come to the bright pupil because of our neglect and unintelligent handling. Sister Eleanore's work will be published in five installments.

cards are more apt to bring angry parents to school than are good ones. That bright Johnny Jones was generally an affectionate little fellow who could be kept busy doing monitor or janitor work in the room to while away the time after he finished his lessons; that a notable injustice might thus be done Johnny Jones did not enter teacher's mind.

Finally, however, amid all the agitation about the dull children whose minds were being measured and for whom the school curriculum was being almost revolutionized, the idea took root that something ought to be done about the Johnny Joneses who led their classes in

school but rather frequently afterward did not turn out so well as did some of their more ordinary classmates. There were two prime reasons why Johnny Jones did not as a rule live up to expectations. Grouped all his school life with children considerably his inferiors he came to think achievement too easy for himself and hence when he met genuine competition in one of the vocations requiring high mentality and supreme effort, to which he was almost inevitably drawn if not harmed too seriously by inadequate teaching, he quickly grew discouraged and turned to something easier. Or, given no real opportunity to develop all his powers because of a teaching system that made no provision for such as he, he dropped into mediocrity almost the day after he delivered his high-school valedictory.

No sooner have we defined a thing than we wish to know whence it came. Hence, before we go into a detailed analysis of the characteristic qualities of the bright pupil to show why he is at the top of the learning range, we shall investigate the causes of his brightness. There are two of these: heredity and environment.

Ability runs in families. The great majority of bright children come from families in which the father is a professional man, an owner or executive in business, or a clerical worker. Brothers and sisters are usually much alike in mental tests, and those (siblings they are called) having gifted brothers and sisters are themselves very superior as a rule. Moreover, gifted children usually have eminent relatives.²

Experiments have shown that children

¹H. J. Baker, "The Psychology of Ability Groups and Implications for Instructional Differentiation," *Thirty-Fifth Yearbook of the National Society for the Study of Education, Part I*, Bloomington, Ind., Public School Publishing Company, 1936, p. 135.

²L. S. Hollingworth, "Provisions for Intellectually Superior Children," *The Child: His Nature and His Needs*, edited by M. V. O'Shea, Valparaiso, Ind.: The Children's Foundation, 1924, pp. 290, 291.

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put into better environment show significant improvement in intelligence, that siblings (brothers and sisters) reared in different environments show a lower correlation of intelligence than that of siblings raised together, that unrelated children raised in the same environment show a resemblance in intelligence, that children of parents of defective mentality put into better environment show an I.Q. practically equal to that of children in general,³ unless they are actually subnormal.

There are certain qualities that characterize the bright pupil. These may be listed as quantitative mental and learning factors, qualitative mental factors, and general personality factors. In the bright pupil there is accumulated mental growth which amounts to one year's advance at the age of six. At the age of twelve there is a two years' advance. Obviously, the school curriculum should take note of this difference in development.

The reasoning powers of the bright pupil differ in quality, also, as they develop. He is capable of abstract reasoning. He is versatile, and thus takes short cuts to learning and compensates by a shifting process for any lack of particular ability. He prefers long-time units of work. He dislikes too much routine and drill but will use them if shown their usefulness. He can, above all, criticize himself and his learning processes, and can co-ordinate his school subjects.

The bright child is usually above average in physical growth, though this fact may be obscured by his acceleration into classes with children older than himself and hence larger physically. He possesses also desirable social and personal characteristics. The characteristics of bright children are ably summed up by Adams and Brown.⁴

1. Bright children have a high degree of general intelligence.
2. They have remarkable powers of analysis and of general reasoning ability.
3. They have a longer span of attention than the average and dull children.
4. They can understand and follow directions better than the average and dull children.
5. They have an outstanding degree of originality, resourcefulness, initiative, play of imagination, and ability to interpret abstract ideas.
6. They can recognize related material

³F. N. Freeman, "The Influence of Environment on the Intelligence, School Achievement, and Conduct of Foster Children," *Twenty-Seventh Yearbook of the National Society for the Study of Education*, Part 1, Bloomington, Ill.: Public School Publishing Company, 1928, pp. 209-211.

⁴Adams and Brown, *Teaching the Bright Pupil*, New York: Henry Holt and Company, 1930, pp. 23-25.

and can therefore look up reference material pertinent to the lesson.

7. They can relate their thoughts, illustrations, and answers to life situations.

8. They can learn through their mistakes and avoid repeating errors.

9. They have a natural, aggressive interest in most subjects, and therefore less motivation is required of the teacher.

10. They like to read. The gifted child of seven years frequently reads more than the average child of fifteen.

11. Their ability usually is general, not special or one-sided.

12. Their superiority shows in early life, and is little influenced by formal instruction.

13. They are often underestimated by parents, and occasionally by themselves.

14. They often have the home advantages of superior cultural conditions.

15. They are, as a group, taller and heavier.

16. They are stronger and healthier than average and dull children.

17. While they are likely to be accelerated on the basis of chronological age, they are usually two or three grades retarded on the basis of mental age.

18. They are usually small for their grade, but large for their age.

19. They are average to above the average in nervous stability.

20. They show marked superiority in moral and personal traits.

21. They are usually good citizens, and their general deportment is satisfactory.

22. They occasionally tantalize teachers and prove to be a source of worry to them, because they are so keen that they surpass the teacher in mental activity.

23. They resent corporal punishment more than average children of the same chronological age.

24. They are reasonable and easy to discipline if their elders are kind and tactful in dealing with them.

25. They are interested in play and favor playmates of their own mental age.

26. They usually like to be leaders.

27. They usually come from superior parental stock.

Need of Organizing the Curriculum for the Bright Pupil

Since the bright pupil has such definite characteristics marking him off from the average, he needs special attention which he cannot receive in a class composed of pupils of his own chronological age and taught without differentiation as to the relative mentalities of the children. There is, then, a definite need to organize the curriculum in some such way as will provide for the special needs of bright children.

Consideration of certain facts mentioned earlier in this paper will emphasize this need. The bright pupil, if grouped with pupils for whom assign-

ments are made in the ordinary routine, never really tries out his mental powers and thus does not reach his full development. Because the bright pupil usually finishes his assignments before his classmates in study periods and because the explanations made for the class consume more time than he needs, he often furnishes a disciplinary problem, even for the experienced teacher, and at the same time he acquires lazy and unruly habits. The bright pupil, if grouped all during school life with his mental inferiors, is liable to come to think achievement in life too easy. Therefore, when in adult life he meets competition with his vocational peers, he usually becomes discouraged.

Possible Ways of Handling the Problem of the Gifted Child

There seem to be but three ways in which the gifted pupil may be handled. In the first the curriculum may be so organized that the bright pupil may do more work than ordinary pupils in the same time. In the second the curriculum may be so organized that the bright pupil may do the same work in less time than that used by ordinary pupils. In the third the curriculum may be so organized that the bright child may do a different kind of work from that of ordinary children without gaining time. Explanation and discussion of these three ways of organizing the curriculum will form the body of this study, and we shall conclude that the third, though the most difficult to work out and still perhaps in the most experimental stage of the three, is the one best suited to our purpose.

Curriculum Objectives for the Bright Pupil

There are certain definite objectives of education that apply to the organization of any school curriculum. We shall state them here with a bit of modification for the curriculum for the bright pupil.

1. The pupil should be trained to both individual and group activity.
2. His whole course through school should be unified toward a certain end.
3. He should be taught to master all the skills of each subject, and should learn the purpose of each.
4. He should be led to abstractions and generalizations in his studies.
5. He should use all his abilities.
6. Initiative, good citizenship, leadership, should all be developed as he progresses through school.
7. The whole child, mental, moral, and physical, should be developed evenly and consistently.

(To be continued)

The Vital Importance of Social Studies

Rev. J. M. Nugent, O.P., A.M.

ANY system of education that may claim a right to exist must draw out of the student his greatest mental ability and develop to their fullest realization the potentialities of his will and character.* In this process the value of sound mental training and of cultural development cannot be lost sight of for a moment. The absolute necessity of fundamental training and character building must be kept in mind. No procedure which loses sight of these essentials can be described as either educational or social no matter how descriptive of social conditions it may be. At the same time neither the training of the will nor the development of the mind can be accomplished adequately without regard to the environment in which the spiritual faculties of the soul eventually must be exercised. Education that prepares the student for an ideal society without appreciating the very real society that exists is nothing short of idiotic. Education must prepare the student to meet the situations with which he will come into daily contact.

A practical appreciation of the society in which we live brings with it a sane emphasis upon the social sciences in curriculum making. This sane emphasis upon the social sciences is necessary today if for no other reason than the fact that these sciences are being emphasized by agencies outside of the school and beyond the control of the school. Nor do these agencies content themselves with abstract theories and principles. They are more practical. They employ experiences which while they may be exaggerated and irrational at times are always attractive. It is not sufficient that a Catholic school keep such principles and practices out of its classrooms. It must go beyond this and insure that Catholic principles go out of its classrooms into society. It can do this only if the school curriculum is dynamic and presents experiences which challenge the immediate interest of the learner. This can be realized through the social sciences.

As educators we know that even the best system and the most expert instructors are limited by the native ability and the capacity for development of the minds intrusted to their care. As Cath-

olic educators we know that both mental and character development are dependent upon the grace of Almighty God. We know further that at least some of God's grace is dependent upon supplication. Supplication cannot simply mean petition. It demands the preparation of ourselves to recognize clearly and to use properly the situations under which God's grace comes to us. While this is a duty incumbent upon each individual as an individual, it requires education. This educational work is mandatory upon all Catholic schools but especially upon those who take over the direction and guidance of youth during the particularly critical period of secondary education. If we are to fulfill it, we must realize not only its necessity but more especially the fact that such a task must be accomplished among students who may differ as to their natural equipment and as to their previous training.

There are various ways of classifying students. The classification given here is presented merely as a means of demonstrating what is meant by vitalizing the school curriculum with the vital sciences. The classes into which we have divided students are these: The Good Student, The Indifferent Student, and The Slow Student. The first two classes may comprise those who are of average or above average intelligence. At the same time the third group is not composed exclusively of mental vacuums. The social sciences are necessary to all of them in varying degrees and partially at least for different reasons.

For the Good Student

The good student, we find in practice, is usually the one who is classically or scientifically minded. Any kind of socialized teaching will point out to him that these subjects are not mere textbook studies. They present material which the student is intended to use for the cultural and practical improvement of himself and of society in the opportunities which will be presented to him. Nevertheless, the classical and scientific studies cannot be expected to enter into any great detail concerning the nature of these opportunities as they exist today, as they have existed in the past, or as they may exist in the future. Not even the contribution of the classics to our civilization can be properly appreciated without the aid of history and

geography. A demonstration of the present-day revolt against humanity and the inculcation of sound principles of social justice is not available to the good student unless his courses are supplemented by at least one of the social sciences. It is not desirable to have the good student's social training limited to only one course from among the social sciences. This, however, is sometimes a necessity.

When it is imperative that we confine ourselves to the teaching of a single one of the social sciences, sociology is the only one we can logically choose. This subject should be taught to all high-school students regardless of their mental ability and no matter what their educational future may be. This course alone, if need be, can supply the student with a rudimentary knowledge of the world in which he must employ profitably but socially his classical or scientific training. The arena of practical Catholicity can be more minutely described and its warriors more realistically equipped through a course in sociology as a supplement to religion courses than by religion courses alone. There seems to be absolutely no reason for failing to provide such a course. If no other method is available, it may be introduced as one of the courses in religion. This, however, is not the ideal method of procedure. Sociology should be taught as a subject distinct from religion, although the dependence of its postulates upon religion should be stressed. Otherwise its purpose of showing the practical workability of religious principles in life may be lost and it becomes in the minds of many students just more religion.

It is to be expected that our future leaders should come very largely from among our good students. If the qualities of leadership are in evidence they should not only be developed but also directed. It is something to develop them theoretically and quite another thing to develop them practically. Much has been done along this line by student Catholic Action groups. The value of these groups can never be overemphasized. Yet, unless they are re-enforced by courses in sociology they can never hope nor pretend to give that full training for Catholic social leadership which is required today. The influence that can be exerted through such groups is limited necessarily by the fact that they are volun-

*A paper read at the 35th Annual Convention of the N.C.E.A. at Milwaukee, Wis., April 20-22, 1938. The author is professor of social studies at Fenwick High School, Oak Park, Ill.

tary. In other words the student must enter the circle of Catholic philosophy before he can be influenced by it. Through the social sciences Catholic philosophy may come to the student as an integral part of his training for life and leadership in society. Instead of being content with having some of our future Catholic leaders Catholic-Action minded, we should insure as far as this lies within our power that all shall imbibe the principles of Catholic leadership.

Not all of our good students exhibit qualities of leadership during their high-school days. They may be at the head or near the head of their classes, but aside from this, it is impossible for the moment to inspire some of them toward leadership. These particular students may or may not afterwards become leaders. Many of them will reach positions of authority in business or industry. It will certainly be very important to society at large that they have acquired a Catholic social outlook upon life. Otherwise they are very apt to become hardened and narrowed by their own struggle for advancement and for the realization of the possibilities of their own talents. They should be made to appreciate the social responsibility of their ability and their social dependence upon others, even upon those who may be inferior to them. If these things are not realistically brought home to them, it is not the least fantastic to say that they will be ready prey to the individualistic philosophy with which our civilization at present reeks. This philosophy is just as anti-Catholic as it is antisocial.

For the Indifferent Student

The second type of student whom we mentioned is the indifferent or lazy student. He may have anywhere from average to exceptional natural ability. The indifferent student of whom we wish to speak is the one who is such because of the social and psychic environment with which he is surrounded outside of school hours. This may arise from the attitude of the home toward education; it may be due to conflicts and a lack of discipline in the home or it may be the result of a social and psychic environment which the parents are impotent to counteract. A false or erroneous attitude toward education may exist in the home regardless of the economic circumstances or educational background of the parents. When both are poor, the task of the school becomes more difficult and consequently more imperative. It is then necessary to widen the experience of the student beyond the horizon to which his parents may be limited. When the indifference is occasioned by the economic

and educational poverty of parents, the indifferent student can only be changed as the futility of being indifferent is dissipated from his mind. The social studies can arouse in him a desire to live socially and a conviction that intellectual and spiritual improvement will enable him to make a worth-while contribution to society which will have both temporal and eternal reward.

Not all of our indifferent students come from homes that are poor either economically or educationally. Nor do all of our homes that are in comfortable circumstances present an educational background that is desirable even though both parents are educated or have been subjected to education. We have all experienced concretely the result obtained, when parents who may have an intense personal appreciation of the value of education and elaborate plans as to the educational future of their offspring, because of a lack of discipline and through overindulgence have failed to produce the desired educational environment. Evidently the product of such a home has not been taught and probably cannot be taught to think socially unless such an environment is counteracted. The discipline of the school is the obvious means of remedying this condition. Alone, it is not always the most efficient means. The social sciences through the natural medium of classroom work can convey to the student the realization that he must live for others. They can do this in a way which no other agency of the school can do quite so naturally nor quite so completely.

Many of our indifferent students are leaders in everything but studies. Some are ready to follow any leadership but that of intelligent Catholic thought. Neither the quality of their leadership nor the fact that they will sometimes follow some kind of leadership can be overlooked. Where are these students going to develop talents for leadership if not in the school? Where are they going to be prepared for an intelligent following of the leadership of others if not in the school? The answer to both of these questions is simple: They will develop their talents for leadership and receive their leaders through sources outside of the school in the social and psychic environment with which we are all surrounded, an environment which at present is neither healthy socially nor desirable for Catholic training. Motion pictures, newspapers, and periodicals have directly and indirectly presented ideas of leadership which to say the least were not exactly in harmony with sound social and Catholic philosophy. There is no reason to suspect that they will not

do so in the future. It is imperative then that part of the program of any Catholic high school be directed toward bringing indifferent students to a realization of their need for sound intellectual training and social thinking. The social sciences cannot only adjust such a student to the life of a student but can train his natural talent for leadership and direct his steps in the path of the rightful leadership of others. Catholic training cannot limit itself to the formal teaching of religion. The havoc wrought by materialistic, individualistic, and atheistic philosophies can be very clearly illustrated by the social sciences. They can very graphically present to the student the injustices which have been committed and are being committed in the name of human liberty by those whose aims are neither human nor liberal. The rationality of religion might be more convincingly demonstrated to such a student by showing the irrational consequences of irreligion.

And the Slow Student

Finally, we have always with us the slow student. Such students are usually a little below the average intelligence, but they are by no means to be indiscriminately classed as impossible. We know from experience that some of them may be extremely insensitive either to the acquiring of knowledge or to a realization of their inferior natural equipment. The slow student may or may not realize that regardless of his capacity he will be called upon to compete with others. The fact here is that we must realize it. It is no solution simply to relegate such students to vocational-training courses. To begin with, they do not all belong there. Some students who are slow in classical and scientific subjects may be particularly quick at grasping the importance and practical usefulness of the social sciences. These may open for them new fields of hope and opportunities for service to themselves and to society. Even the student whose logical destiny is that of a skilled or an unskilled laborer cannot be neglected where his Catholic training is concerned. In fact this student far from being a sort of forgotten man or pegged as impossible should be one of the most serious concerns of Catholic secondary education. Unfortunately one of the most serious handicaps is the fact that we have not always the equipment to care for his vocational training. Sometimes, however, this handicap is more imaginary than real. We have, in the social sciences, the most essential part of the equipment necessary for his training. It is up to us to use it.

It can perhaps be safely stated that talent for leadership and intellectual ability are not synonymous. Intellectual capacity may to a large extent determine the quality of leadership but the latter does not postulate the former. In fact the slow student who possesses a talent for leadership may be overly optimistic about his qualifications for the role. Such a leadership must be directed if it cannot be controlled. This is necessary first of all to obviate the social dangers which may accompany such a student's possible disillusionment in the future. It is also necessary to protect society or the unwary in society from the irrational and often antisocial influence which may result if such leadership is not directed. The social sciences can perform this service by pointing out the realistic Christian social ideals and purposes of leadership.

Equip Two Thirds for Life

If it were possible to determine the educational destiny of the student upon his entrance into high school, a program might be far more easily worked out. Not only is that future uncertain at such an early age but it is very largely, aside from economic necessity, dependent upon the character of the training and guidance which the student receives during these crucial four years. It is usually estimated that only about one third of our high-school graduates attend college. If we accept this estimate as true, it becomes quite evident that there is a very urgent need to consider the equipment for life which the other two thirds possess. True, no secondary school intends nor pretends to be the completion of formal education, but for many of its students it is just that. It cannot possibly give to a student all of the equipment necessary for complete living, but often it is the only equipment he will ever acquire from formal educational sources.

It would seem reasonable that the high school should provide for the two thirds.

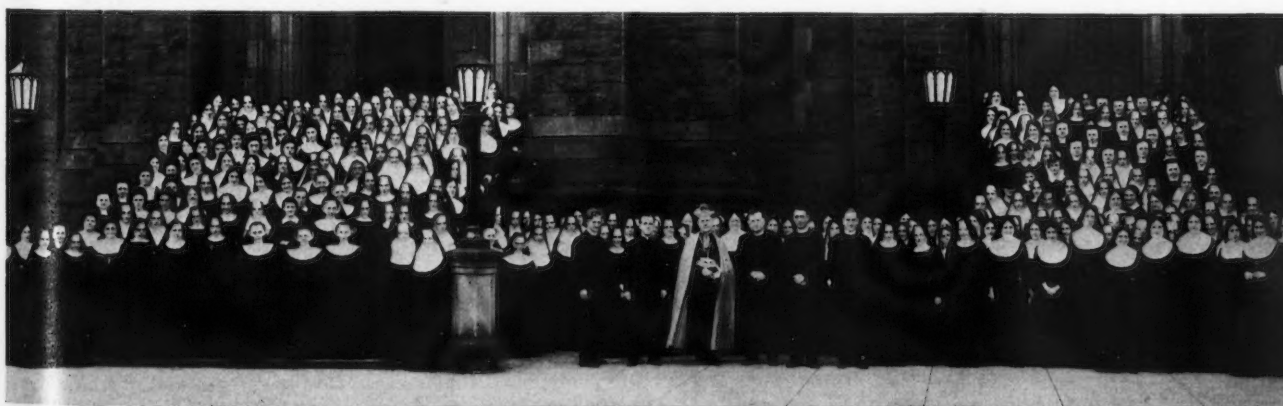
A far more serious concern is the fate of those who go to nonsectarian rather than Catholic colleges and universities. Our system should not be so negative as to content itself with providing antidotes for the antisocial poisons administered in nonsectarian universities under the guise of social education. Yet we must not forget that it is frequently called upon to perform just such a function. In very many instances the educational future of the student is uncertain until such time as he is beyond the scope and influence of the Catholic secondary curriculum. The only logical conclusion is that the Catholic high school should prepare its students as completely as it may reasonably do so.

There will be those who will say that all this can be very well taken care of by providing a spiritual and mental training which is sound and fundamental. This is perfectly correct when such training is sound and fundamental and not merely thought to be so. It is more accurate to say that those studies which are sometimes thought to provide this sound and fundamental training actually supply only a part of it — the most essential part it is true, but still only a part. Moreover, a part which in order to be effective must be transferred to actual life situations. Even in the classroom, the ability of the student to transfer training from one subject to another is at best problematical if not dubious. If this is true among those things which, however divergent they may be, are at least similar in this that they all require mental activity, how much truer it is when the transfer is to the field of life which is always active yet not always so intellectual. Certainly if we are going to admit that there should be socialized teaching of all subjects, if we will concede that there is value at least in prin-

ciple to socialized recitation, we should be consistent in our social thinking and furnish all of the equipment necessary for social living.

For Life Eternal

The solution of the problem lies simply in an appreciation and rational use of the social sciences. We call their importance vital because by using them properly we complete the education of our students for life and eternity. If we neglect them, we leave the most vitalizing part of that education to others. Which means that they will be placed at the mercy of political orators, the public press, and of an economic and social philosophy which is far from Christian. In order to use the social sciences properly, they must be properly appreciated by principals and teachers alike. By teachers we mean all of the teachers and not simply the ones assigned to teach particular social subjects. When they are looked upon by either the principal or the faculty in general as a kind of annex to the school or as a refuge for the mentally infirm, much of their vitality is lost if their utility is not totally destroyed. Such an attitude cannot be justified in view of the social nature of man to say nothing of the social principles of the Gospel. This is not to say that the social sciences have not their place in caring for the individual differences of students. This function does not give them a right to exist nor does it constitute their principal claim to importance. If it did they should be either banished from a legitimate school system or special schools provided in which they could be taught. Either of these alternatives might be justified only when it could be proved that the slow student alone will be required to live socially and to meet social conditions not as we would like to have them but as they are.



Sisters at Summer Session of the Erie Diocesan Teachers College. — Content and methods courses were given with college credit in religion, music, etc. to 450 Sisters. The summer session is financed by the clergy of the diocese.

The Morality of Our Grade Giving

Rev. Francis S. Betten, S.J.

AFTER greater and smaller tests in the course of our instruction and, above all, at the end of the scholastic year, we express our judgment on the standing of our pupils in each of the branches studied. We do so by giving to each a "Grade" or "Mark", an A, B, D, or F. Or we express the same by stating how great a percentage of the amount of knowledge demanded he, in our conviction, really possesses.

The ideal grade will therefore depend on the school matter, memory work, intellectual interpretation and deduction, which the student has actually mastered. It is the teacher's or examiner's duty honestly to endeavor to find this out, which can be done only by sincerely and fairly gauging the answers given orally or in writing to well-selected questions.

In the following discussion we shall suppose only cases in which the final verdict is clear and is given without any doubt as to its fairness.

In grading a pupil the teacher means to say that in his or her conviction this particular grade is the correct expression of the value of this particular student's knowledge. The teacher is therefore obliged to put down this grade and none else. By writing one which he knows to be either higher or lower he willingly and knowingly tells an untruth, or to state it plainly, the grade is a written lie, a sin against the duty of veracity.

A Twofold Injustice

Such an unfair grade is an injustice done to the student himself and also to his classmates, since the school records indicate both the standing of the individual student and his relative standing as compared with the other students. The injustice is committed whether the grade given is too high or too low, though evidently the matter as a rule is more serious if the grade is too low. It takes on an additional character of injustice because of the fact that the school record is a kind of public document, which will be kept for future reference and will be communicated to all who so desire. It will be sent to the parents and perhaps to other institutions. The unfair grade is a perpetuated slander of the student.

There are schools, large and small, in which the teachers are under a special law as to the number of high and less high and low and unsatisfactory grades which are to be given in a class of a certain size. In a class of thirty students,

for instance, only some five or seven A's, some seven or ten B's, some ten or twelve C's may be permitted, and the rest must be D's ("just satisfactory") or even still lower grades. A mathematical curve has been designed, and this curve must be followed out, or something is said to be wrong with the class or the teacher or with both. Let us consider this system or method a little more closely.

Suppose you have a class of thirty fairly talented students. You read each examination paper carefully and consider also the notes you have taken in class. When you have finished you discover that you have given twelve A's, seven B's, five C's, five D's, and that there is only one failure. Your grade list goes to the principal and returns with the remark, that your gradings are not rubrical; you must eliminate at least six A's, greatly increase your B's and C's, and in so large a class as yours there should be at least three or even five failures. In other words, you are invited to tell a baker's dozen of lies. You are expected to condemn two or more students to repeat a class, the matter of which they have sufficiently mastered. This is what this system amounts to.

False Grades Are Lies

The fact that possibly some other examiner would rate your students differently has nothing to do with this question. It is your own sense of justice, your own personal conscience, that is to be upheld or sacrificed. As we put the case, there is no doubt in your mind as to any of the students and his or her knowledge. You are convinced that these are the grades your pupils have a right to receive. If the principal himself chooses to raise or lower some grades, that does not concern you any more. If he is willing to tell the required number of lies, it is his own business and his own lookout. In very few cases will he be able to base his verdicts on any sort of familiarity with the facts on which he passes judgment. At any rate if something like this is done, you cannot, without becoming guilty of all the lies, sign the grades thus resulting. They do not express your conviction and you cannot and must not assume the responsibility for them.

I heard the following case. A student came to his teacher and complained that he had only a B in a certain branch. "I have checked up my answers and found that they are all correct. So I should have

received an A." "You are perfectly right," replied the teacher, "there were only two very slight mistakes in your examination paper. I wanted to give you an A, but we are allowed to give only a certain percentage of A's, and so I was obliged to write a B for you." No comment is needed.

Cases of Doubt

So far we have always supposed that when fixing the grade the teacher sees clearly what grade is due. Things are different when there remains a serious doubt as to the fairness of a grade. In such a case the teacher commits no injustice if he gives either the lower or the higher grade. He may also lawfully consult circumstances which in themselves have directly nothing to do with the student's knowledge. In such a dubious case he may, for instance, regard the total number of higher or lower grades in his class; he may consider the impression which such a grade for this particular student may have on his classmates, who often gauge their fellow students very correctly; or he may have in view the effect which the higher or lower grade is likely to have on the student himself, whether the lower grade will discourage him or spur him on, and whether the higher grade will encourage him or lull him into a false feeling of safety.

Willful and conscious violation of fairness in giving grades is always a sin, though with regard to the higher grades, generally speaking, it is a venial sin, unless some important benefit, such as a scholarship, depends on the grade. Concerning the lower grades, when the question of promoting or not promoting to a higher class comes in, the matter may be very serious. The lowering of a deserved grade may oblige the student unnecessarily to repeat a class and thus cause great expense to his parents. The raising of such a grade may land a student in a class for which he is not prepared, thereby depriving him of the advantages of two classes. That in such cases a mortal sin, to say the least, is near at hand, requires no further explanation. In case of serious doubt, however, there is more freedom, though it would seem to be preferable to have him repeat his class rather than to promote him to a higher one in which he is not sure to succeed and in which therefore he may possibly only increase the amount of dead wood and become a drag to teachers and fellow students.

Masters of Contemporary Catholic Education

Francis de Hovre, Ph.D.

The publication of *Les Maîtres de la Pédagogie Contemporaine* (The Masters of Contemporary Education) by Dr. Francis de Hovre, professor of pedagogy at Ghent, in collaboration with Dr. L. Breckx, was a significant international educational event. It revealed the character of educational movements in America and European countries, by competent Catholic scholars. We have asked Father de Hovre to make available the material on Contemporary Catholic Educators from his work, with such additions as he wishes to make. This series of sketches is the result. We regard their publication as a major contribution to Catholic educational thinking in the United States by revealing the character of Catholic educational thinking in all the principal countries of Europe—*The Editor*.

FRIEDRICH WILHELM FOERSTER (1869–) Philosopher of Culture, Moralist, Character Educator



His Life: Friedrich Foerster was born in Berlin, June 2, 1869, the son of a famous professor of astronomy, W. Foerster. He studied economics, philosophy, and art at Berlin and Freiburg. After he received his doctorate in philosophy, in 1893, he became the editor of the review called *Ethical Culture* and was later general secretary of the International Union for Ethical Culture. Because of an article published against a manifest of the Emperor in which the Socialists were branded as "bad citizens," Foerster was prosecuted and found guilty of the crime of *lèse-majesté*

and condemned to a three-months imprisonment. An academic career became impossible for him and he was obliged to emigrate to Switzerland where he became a lecturer of philosophy at the Polytechnical Institute of Zürich. In 1903, after his conversion, he resigned his position as secretary and as co-editor of the review, *Ethical Culture*. In 1911, he resigned his professorship owing to the antagonism of the radicals and was named professor at Vienna, and in 1913 at Munich. His educational activity was started in Zürich, where he gave ethical lectures to youth, which were published in his first volume, *Jugendlehre* (The Education of Adolescents) (1904). In 1916, he published a sensational article against the Spirit of Bismarck. His opposition to German nationalism rendered his position in Germany impossible. He moved first to Switzerland and is at present in Paris.

His Works: *The Education of Adolescents; School and Character; Sexual Pädagogik (Marriage and the Sex Problem); Christianity and the Class War; Authority and Liberty; Political Ethics and Education; Christ and Human Life; My Struggle Against German Nationalism and Militarism; The Soul and Aim of the Youth Movement; Education and Self-Education; Religion and Character Formation; Eternal Light and Human Darkness; Education: Old and New; Europe and the Problem of Germany.*

Significance: 1. As *Moralist*, Foerster has the great merit of having, against the dominant scientism, emphasized the moral bases of human life. Morality, he contends, is the basis of all social, political, intellectual, and economic life. On the other hand, on the basis of his experience of life and of his deep knowledge of man, he has been able to demonstrate that moral culture which is not rooted in the Christian religion has no stability, no depth, and no inspiring power.

2. His merits as *Educator of Character* are no less important. Reacting against the cult of instruction, erudition, development of intelligence, Foerster has emphasized the great need of education, as such, of the will and character training. In this sphere also, in virtue of his personal experience and his deep psychological insight of youth, he forcibly demonstrated that religion is the bedrock of character formation.

3. Even in his first books, Foerster had predicted that a world crisis would result from the *Crisis of the Soul*, just as the crisis of the soul had itself been born out of the religious crisis.

4. In *Psychology*, Foerster was one of the first to proclaim the sterility of experimental psychology and pedagogics. The spirit of his works has imparted to a great many of his readers a sound, concrete, vivid, and working knowledge of man and of life. Moreover, Foerster is a forerunner of the new science of character. In matters of typology, two of his mental types are worth mentioning; viz., the idealist lacking the sense of reality (Plato, Rousseau, Nietzsche, Emerson) and the realist without ideals (Schopenhauer, Darwin, Freud).

5. His *inductive method*: The conviction of Foerster is that modern man is an idealist lacking the sense of reality in matters of knowledge of self and of the inner life; that he is a scholar, a sophist, without moorings; that through his study he has become a stranger to life. In that way he has estranged himself from Christianity, the exact science of the deepest inner life. It is by the real knowledge of self, of life, and of humanity, that modern man will realize that it is not Christianity, but himself that has been foreign to life, outworn, and uprooted. The return to real life and to real man means the return to Christ.

6. The guiding thought of his mind is to build up a new *synthesis (of idealism and realism)*. Education implies at bottom a synthesis of antinomies (self-realization and self-denial). In all his works, Foerster has set for himself the task of building the bridge between the modern fragmentary truths and the central, universal, and living truths of Christianity.

7. Foerster is not only a psychologist and educationist of character, he is himself a man of character. In spite of prison and of exile he remains passionately attached to truth and loyal to the voice of his conscience.

For more details, we must refer you to *Philosophy and Education*, by the author of these sketches.

The advantage of Catholic education over tax-supported education is this: In its present circumstances, tax-supported education must act as if it were only the body of man that matters, whereas Catholic education needs to recognize no such limitation. It can deal with man in his true dignity as a creature composed of body and soul, and made to the image and likeness of God. That this is a distinct advantage is widely recognized, for there is far more than knowledge needed to make for good citizenship in this democratic land of ours. — *Rev. Dr. Edward V. Stanford.*

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

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Self-Criticism

It has been an important aspect of good college administration for some time now to maintain an attitude of self-criticism toward its own policies and operation. Self-surveys are an important part of the duties of college presidents and college deans. One of the most widely commented on of the recent surveys is the self-survey of Muskingum College, which was published under the title, *A College Looks at Its Program*. There is a significant aspect of the technique of the Muskingum study which should be noted. It is the fact that it engaged not a surveyor but a research consultant to guide its program and examine the results.

In the North Central Association plan for accrediting colleges we read:

"An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

"Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff-making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies."

This is an excellent formulation of sound practice.

City school administrations have introduced "bureaus of research" as a special agency without any operating responsibilities to conduct self-surveys of the school system. This systematizes the self-survey and permits those not responsible for what is being done to view it objectively. This, of course,

does not relieve the teachers from an attitude of self-criticism in their work — always aiming at improvement.

A new and suggestive form of this survey has appeared in a book called, *Are We Guinea Pigs?* In this report the students of the high school in connection with Ohio State University become self-critical — really self-appreciative — of what is happening to them in their progressive school. The seniors of Dartmouth College did an exceptionally good job in looking at the college, and the problems raised were courageously faced by the college authorities.

In colleges and in city school systems "surveyors" have been periodically invited in to look over the institution or the system to secure an outside view by experts of what is happening on the inside. Though they have been at times catastrophic, they have been generally extremely valuable. These surveyors are probably less used now than they have been in the past. Perhaps as the Muskingum survey suggests they will be brought on as consultants on self-surveys than as "outside" surveys.

Catholic education on all levels, and particularly on the elementary-school level, should adopt in a thoroughgoing way the principle of self-survey, and its practice. Outside surveyors might be engaged to give momentum to the movement. Well-staffed bureaus of research might be established. Competent individual principals should begin in a small way — if not in a larger way — the practice of self-survey in their own schools. We should like to publish from time to time surveys of particular aspects of the Catholic school system on either the elementary- or secondary-school level. — E. A. F.

A Book of Rules

Jessie B. Sears's *City School Administrative Controls*¹ is a book that can be extraordinarily helpful not only in the public schools for which it is intended, but for Catholic schools as well. It is in the first place a fine analysis of each of the functions in any school system. A system not following the forms of public-school administration should examine its own organization in relation to the functions which Dr. Sears's analysis shows to be necessary.

The analysis which Dr. Sears makes is put in the form of practical rules. This saves the book from a great deal of what was called *pedagogue* — meaningless pedagogical jargon — and from verbosity. Moreover, it enables the administrator on the job to use the book for a study of his own problems. It will be useful for school faculties and administrators in formulating their own rules. In no other way can all the factors operating in or on an educational institution understand more precisely and helpfully the part they must play in achieving the educational function of the school.

The book is especially significant for Catholic schools because administration or government of the school is so largely personal. Dr. Sears explains what he tried to do in the opening paragraph of his Preface, which is as follows:

"This book is a study of the principles and techniques of control in a city school system. It examines this field from the standpoint of the impersonal rather than personal elements of control and so is concerned with the paper rather than with the human features of the school machine — with the control by law rather than that by man. Essentially, the book represents a search for the principles of control and direction, a search in which the principles are tested by embodying them in practical instruments or rules through which the placement and flow of authority are determined."

Regarding the statement on "authority" a sentence used

¹Sears, Jesse B., *City School Administrative Controls*, McGraw-Hill, 1938.

later may be quoted to supplement this one: "To be effective authority must be unified and be equal to, but never exceed, responsibility."

The structural and functional view of a school organization—whether you agree with it or not in all its details—must be understood both in its impersonal and personal aspects. It is important for Catholic education to understand the bases and backgrounds of school organization in order that its consecrated personalities shall achieve more fully in their work the high vocation to which they have been called.—*E. A. F.*

"Teacher and Method"

The Pope's statement in the encyclical that "perfect schools are the result not so much of good methods as of good teachers" is often quoted. Two unfortunate inferences are seemingly drawn from this statement that any teacher is better than any method, and that method, the way of working, the manner of doing a thing, is not important.

It is a mistake that we have frequently made to think of devices and methods as of central importance. So far as teaching goes, method will be a real expression of the personality, thought, and character of the teacher. Teacher and method are inevitably interrelated. Where method is extraneous—required or dictated or compelled—it is bound to be ineffective, however good the teacher. Where method is merely a way to present subject matter, it is in danger of losing the child in the teaching process. So far as method is concerned, let us not in our emphasis in putting teaching method in its properly subordinate place forget that the student's method of learning has real significance. It is this—the child's method of learning—that really determines how good the teacher is and how good is her teaching method.

If the quotation from the encyclical did not end so often where it does, we would have an emphasis on the teacher that is now lacking. The Pope goes on to say:

"...teachers who are thoroughly prepared and well-grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youths confided to them, because they love Jesus Christ and His Church, of which these are the children of predilection; and who have therefore sincerely at heart the true good of family and country."

An educational system that had such teachers in all its classrooms would transform the world. This is our ideal. Teachers as thus defined are more important than "methods," or rather, they create their own "method." What can be said of such teachers cannot always be said of all the teachers in our classrooms.—*E. A. F.*

Unprincipled Education

The current revolt against reason, authority, and tradition has found expression in some peculiar forms, but few can approach in malevolence the persistent and well-timed drive against religious instruction in public schools, even to the extent of calling for the complete secularization of education; the advocacy of a new social order which will make the State a department of education, as against the present arrangement whereby education is a department of the State; the inauguration of a program of unprincipled education on the part of many universities, since Truth is to them a purely relative thing; and the denial of state aid to those agencies which stand foursquare for principled education. The educational pot is simmering, tended assiduously by the chefs of the vested

interests in education. It is not at all difficult to see that unless new ingredients are introduced the brew concocted will indeed be poisonous.

Just how far some of the gentlemen are willing to go in advocating unprincipled education is rather aptly shown in Bode's latest book, *Progressive Education at the Crossroads*. Bode's tenets may be taken as indicative of the teachings of those now wandering at the outer fringe, prophets of the new era in education when man will be the measure of all things. According to Bode, final, absolute values do not exist. Ordinary experience is sufficient to furnish acceptable ideals and values. These values must be tested experimentally, so life is a constant process of finding new solutions. Man's future is in his own hands, so that point of reference for every experience falls within our three-dimensional world. Absolutes are nothing but "human prejudices invested with a halo and put on ice," so man's guides hereafter are to be "operational concepts" which adapt Truth so as to make it functional in the processes of better democratic living. Even Horace Mann would have condemned such Neopaganism. Inchoate ramblings by such educators about a new social order constitute a genuine menace to democracy. *Can we afford to let those who advocate unprincipled education control the education program?*—*F. M. Crowley.*

Chameleon Words

There are certain words that are used as means of organizing and directing opinion that should be carefully taught particularly in high school and college.

The amazing use of the word *democracy* today is an example. What is democracy in Spain? What are the great democratic nations? What is Jeffersonian, and Jacksonian, and Rooseveltian democracy? Is an economy of scarcity or an economy of abundance democratic? What is democracy in industry? Is an economic order where minorities or majorities have no rights democratic? So it goes through a great many other uses and abuses.

Let us list some of the other words:

(1) co-operation, (2) freedom, (3) Americanism, (4) fascism, (5) militarism, (6) bourgeois, (7) proletarian, (8) security, (9) socialistic, (10) liberty.

These words are capable of quite definite if not exact meanings. They are used or interpreted in many senses at least entirely opposite to their actual meaning. These "counters" are used in every generation and the school ought to train the student in school as to current ones, and train him to look for and to analyze those of every decade.—*E. A. F.*

Retiring Aged Teachers

We are glad to pass on a practical suggestion regarding aged teachers in the Catholic elementary schools. In the first place they are entitled, after forty, forty-five, and even fifty years, if not more, to a respite from the work and a leisure that will enable them to do or think about many things that they have been putting off for years.

It is often in the interest of the children that some teachers should be relieved from classroom instruction before they are too old. Difficulties in hearing or sight, lack of adaptability, lack of growth, "crabbed age," and other factors that must be considered. Even though there are notable exceptions, some definite retirement age—say, for the present, seventy years of age, should be adopted and enforced in the religious teachers in elementary schools. Membership in the religious order is their "social security."—*E. A. F.*

The 100 Most Common Words and the 100 Most Misspelled Words in Third-Grade Life Letters

James A. Fitzgerald, Ph.D.*

THE importance of a core vocabulary and a difficulty list in spelling has been well demonstrated in teaching. Horn¹ showed that the most common one hundred words and their repetition comprise 58.83 per cent of the running correspondence of adults. Fitzgerald² in his doctor's dissertation brought forth evidence to show that the most common one hundred words in the life letters of the fourth-, fifth-, and sixth-grade children made up about 65 per cent of the writing of the children's letters.

One Hundred Most Commonly Used Words

In an investigation³ of the vocabulary of 1,256 life letters of third-grade children who live in twenty-seven states of the Union, 100,840 running words were tabulated—2,928 different words were recorded, and 8,504 spelling errors were found.

It is interesting to note that the word *I*, with a frequency of 6,052, was used most often. Next in order of frequency following the word *I* are: *you, to, and, the, a, we, are, is, am*. The most common one hundred words are presented here. They were used by the children 69,191 times and 99 of them were misspelled 2,894 times. Thus this list of one hundred words makes up approximately 69 per cent of the running correspondence in these third-grade children's letters written in life outside the school and approximately 34 per cent of the misspellings. It is, therefore, a valuable list for curriculum builders and for teachers.

One Hundred Demons

Almost as valuable as a core vocabulary of the most frequently used words is a list of the one hundred most com-

monly misspelled words. Jones⁴ in an investigation of spelling in 1913 discovered the now famous one hundred spelling demons. This list has been taught for several years throughout the country with the result that many of the words cause less difficulty than they did formerly.

Fitzgerald⁵ in 1932 published a list of the most frequently misspelled words by fourth-, fifth-, and sixth-grade children in their life letters. For the three grades he presented 147 hard words with a total error frequency of 9,375 from an investigation of approximately 470,000 running words and in which a total of 20,142 errors had been recorded.

In the present investigation the writer presents one hundred demons for third-grade children in an alphabetical list which contains data on both the frequency of use and the frequency of error

⁵Fitzgerald, James A., "Words Misspelled Most Frequently by Children of the Fourth-, Fifth-, and Sixth-Grade Levels in Life Outside the School," *Journal of Educational Research* XXVI, November, 1932, pp. 213-218.

The 100 Most Commonly Used Words in Third-Grade Writing

Word	Frequency	Use	Error	Word	Frequency	Use	Error
a	2482	12	going	731	37		
all	572	16	good	293	8		
am	1435	73	got	557	4		
and	3087	79	grade	379	37		
April	289	29	had	632	14		
are	1828	16	have	1349	39		
at	448	7	he	231	2		
be	402	2	her	241	4		
but	320	12	here	221	20		
can	216	7	home	298	21		
close	198	18	hope	553	30		
come	482	11	how	1067	59		
daddy	209	21	I	6052	25		
day	247	27	if	196	8		
dear	1326	16	in	1282	13		
did	287	6	is	1756	13		
do	439	10	it	1048	27		
don't	227	66	just	224	13		
fine	538	47	know	235	51		
for	834	32	letter	476	38		
friend	318	77	like	776	19		
from	592	57	little	286	10		
get	416	9	love	342	17		
getting	203	46	me	699	12		
go	586	7	mother	634	13		
much	202	16	that	502	10		
my	1172	58	the	2763	28		
name	217	28	then	237	23		
new	200	14	there	267	34		
not	365	14	they	198	18		
now	348	32	this	461	15		
of	879	10	time	323	24		
old	205	0	to	3497	37		
on	434	9	today	229	71		
one	281	12	too	348	158		
our	473	53	up	214	3		
out	438	21	us	221	9		
play	351	13	very	347	32		
please	292	48	was	648	15		
say	193	15	we	2033	60		
school	1170	78	well	350	19		
see	252	1	went	273	17		
she	344	5	what	210	12		
so	463	9	when	319	31		
some	345	23	will	1103	21		
son	201	18	with	489	31		
soon	240	14	would	194	23		
Sunday	463	69	write	495	78		
teacher	197	22	you	3689	194		
tell	227	12	your	1290	100		
Total				69,191	2,894		

The 100 Most Frequently Misspelled Words in Third-Grade Writing

Word	Frequency	Use	Error	Word	Frequency	Use	Error
afternoon	59	22	for	834	32		
along	143	27	fourth	73	25		
am	1435	73	friend	318	77		
and	3087	79	from	592	57		
answer	76	25	getting	203	46		
April	289	29	going	731	37		
arithmetic	91	26	good-by	142	115		
basket-ball	29	27	grade	379	37		
because	183	26	guess	75	21		
birthday	114	24	Halloween	58	52		
Christmas	117	27	have	1349	39		
close	198	18	having	153	25		
Communion	76	27	hello	88	19		
cousin	143	26	here	221	20		
daddy	209	21	home	298	21		
day	247	27	hope	553	30		
didn't	66	33	how	1067	59		
don't	227	66	I	6052	25		
Easter	129	19	I'm	51	27		
every	182	42	it	1048	27		
everybody	42	19	Jan.	76	22		
Feb.	88	35	know	235	51		
fine	538	47	lessons	48	19		
first	144	22	letter	476	38		
football	46	31	like	776	19		
loving	143	21	that's	24	23		
morning	139	33	the	2736	28		
Mrs.	51	21	their	60	31		
my	1172	58	then	237	23		
name	217	28	there	267	34		
now	348	32	they	198	18		
o'clock	63	50	time	323	24		
Oct.	51	21	to	3497	37		
our	473	53	today	229	71		
out	438	21	too	348	158		
please	292	48	truly	91	25		
pretty	88	27	two	173	45		
received	75	34	vacation	76	24		
right	82	29	very	347	32		
Saturday	76	19	we	2033	60		
school	1170	78	well	350	19		
send	109	20	when	319	31		
sent	53	19	will	1103	21		
some	345	23	with	489	31		
sometimes	40	20	would	194	23		
son	201	18	write	495	78		
Sunday	463	69	writing	139	30		
sure	135	19	you	3689	194		
teacher	197	22	your	1290	100		
teacher's	91	63	yours	170	33		
Total				49,243	3,797		

*Associate Professor of Education, Loyola University, Chicago, Ill.

¹Horn, Ernest, "The Curriculum of the Gifted: Some Principles and an Illustration," Report of the Society's Committee on the Education of Gifted Children, p. 87. *Twenty-third Yearbook of the National Society for the Study of Education, Part I*. Public School Publishing Company, Bloomington, Ill., 1924.

²Fitzgerald, James A., "The Vocabulary, Spelling Errors, and Situations of Fourth-, Fifth-, and Sixth-Grade Children's Letters Written in Life Outside the School." Unpublished Doctor's Thesis, University of Iowa, 1931.

³The writer collected 491 of these letters. Sister Mary Thomas, C.S.J., collected 765 of these letters. The writer is greatly indebted to Sister Mary Thomas for making the tabulations and for permission to use the findings.

⁴Jones, W. F., *Concrete Investigation of the Material of English Spelling*. University of South Dakota, Vermillion, S. Dak., 1913.

for each word. The children made 3,797 mistakes in writing these one hundred words. In other words, 44.65 per cent of the total number of errors in approximately 100,000 words of correspondence were made in the use of these one hundred hard words.

It is interesting to note that the word *you* was misspelled 194 times. It was written, however, 3,689 times; it was the word misspelled most often. In one sense it might be said to be the most misused word. On the other hand, the word *too*, written only 348 times, was misspelled 158 times. Comparatively a more difficult word, it is second in the number of

recorded misspellings in the investigation.

Conclusions

The frequency of use and the difficulty of words are of importance in the building of a vocabulary. This investigation of more than 100,000 running words and others give evidence that the mastery of the most frequently used one hundred words and the most frequently misused one hundred words should be of great advantage not only to children at the third-grade level, but also to children in the fourth, fifth, and sixth grades who frequently use and misspell these common words.

Modern Knights— A Playlet for Boys of the Seventh and Eighth Grades

Louis A. Zinsmeister

The curtain is closed. A trumpeter, dressed like a page, steps into view at the left side of the stage. After taking a few steps forward toward the right side, he stops, places the trumpet to his lips and blows a short call. He then faces the audience and stands at attention with the trumpet extending outward from the right side. The bell of the trumpet rests on his right hip. The left arm is at the side.

Another page with a scroll appears on the right side of the stage. The newcomer opens the scroll of parchment, holds it obliquely to his left side with both hands (left hand on top), turns a little to the left, and reads in a clear, loud tone of voice:

Hear Ye! Hear Ye! The eighth-grade boys of St. Luke's School, having read and studied the story of King Arthur and his Court, do hereby present for our Reverend Father's namesday, and for your pleasure, a playlet based upon the story of that brave and true King Arthur and his valiant knights.

The play is brought down to modern times, and modern situations are interwoven with old customs. We hope these young knights will some day become true Catholic American Citizens.

The trumpeter blows another short call after which each page makes a low bow and steps behind the curtain.

Stage Setting

The curtain rises and shows King Arthur seated upon his throne which has been raised about three feet from the floor of the stage. Several steps lead up to it on the left and right sides. The king wears royal robes; on his head is a crown; in his right hand he holds a scepter.

Four pages, with arms folded, stand quietly at the king's right side.

Two more pages, with arms folded, stand to the left of the king.

The trumpeter stands at attention on the left bottom step.

Four squires, without armor, about to be knighted, and eight knights in full armor stand about the stage. All wear tunics. These performers talk in groups, nod their heads, and examine their weapons.

The swords of the knights may be made of

wood; while the shields are made of cardboard upon which various coats of arms are painted or pasted.

The Play

[The king rises and speaks]: Valiant Junior Knights of the Round Table and Squires of our Lord. We are assembled here to take up the cross and the sword for God and country, to do good deeds and to fight evil. We, too, like the knights of old, seek the Holy Grail, and hope, with God's help, to find it.

Although you are very young knights you can do a great deal of good. You must study your lessons and grow up to become good Christian citizens. You can also help your reverend Father by being attentive to his lectures and admonitions.

Therefore, I, King Arthur of the Round Table, do hereby summon the squires, one by one, to step forward to be knighted and initiated into the Junior Knights of the Round Table, even as the knights of old.

[The king looks about him. There is movement among the knights and squires. Some talk in groups; others nod their heads in ascent.]

KING ARTHUR: Hear Ye! Hear Ye! to the words of your good King Arthur and let us receive into our Royal Order one called Squire Tommy Jones.

Thomas Jones, come forward!

[Tommy Jones mounts the steps on the left side of the throne. Arriving on top he remains facing toward the right side of the stage. He kneels near the king on his left knee and places both hands on his own right knee. His chest is raised; the head is erect; and he looks squarely at the king. Two pages on the right of the king leave the stage.]

KING ARTHUR: Tommy Jones, you have made some good marks in your studies; but you are lacking in the virtue of helping your neighbors. Your oath shall be one of service to your classmates.

[Tommy places his right hand over his heart:] I take the oath to assist my fellow classmates at all times when they need help.

[The pages return and stand close to the king. One carries a cushion upon which a sword is lying. The other page carries a shield

upon which the arms of the new knight are painted. The kneeling squire bows his head.]

[The king takes his own sword, taps the kneeling squire on the right shoulder with the blade and says]: Arise, Sir Knight, take your sword, and be a true follower of Christ.

[The king takes the sword off the cushion, holds it by the point, and extends the hilt toward the new knight. The new knight rises, bows deeply, and takes the sword, which the king offers him, by the hilt. Pages assist him in adjusting the shield to his left arm. While the king seats himself for a moment the new knight steps down among his fellow knights who congratulate him and admire his new sword and shield.]

KING ARTHUR *[standing]*: Hear Ye! Hear Ye! the words of your good King Arthur and let us receive into our Royal Order one called Squire James Ward.

James Ward, come forward!

[James Ward mounts the steps on the left side, approaches the king, and kneels in the same manner as Tommy Jones did. Two pages on the left of the king leave the stage.]

KING ARTHUR: James Ward, you have been a credit to your school and classmates, but occasionally you have been late for Mass. Your oath shall be to come early and in time to the Sacrifice of Holy Mass.

[James places his right hand over his heart and says]: I take the oath to be always in time for the Sacrifice of Holy Mass.

[The pages carrying sword and shield return and stand close to the king. The kneeling squire bows his head.]

[The king takes his own sword, taps the kneeling squire on the right shoulder with the blade and says]: Arise, Sir Knight, take your sword, and be a true follower of Christ.

[The king takes the sword off the cushion, holds it by the point, and extends the hilt toward the new knight. The new knight rises, bows deeply, and takes the sword which the king offers him. Pages adjust the shield to the knight's left arm. While the king seats himself the new knight steps down among his fellow knights who congratulate him and admire his new armor.]

KING ARTHUR *[standing]*: Hear Ye! Hear Ye! the words of your good king Arthur and let us receive into our Royal Order one called Squire Robert Brown.

Robert Brown, come forward!

[Robert Brown approaches the king in the same manner as those did who preceded him. The third group of two pages leave the stage on the right side.]

KING ARTHUR: Robert Brown, you are one of the most popular boys at school, but you have one very bad fault. Very often you forget to do your homework. You may take the oath and promise your teacher that you will, hereafter, always have your homework finished on time.

[Robert places his right hand over his heart and says]: I promise, faithfully, to have my homework finished on time for my teacher.

[The pages carrying the cushion with the sword, and the shield enter again. The kneeling squire bows his head.]

[The king takes his own sword, taps the kneeling squire on the right shoulder with the blade and says]: Arise, Sir Knight, take your sword, and be a true follower of Christ.

[The king takes the sword off the cushion, holds it by the point, and presents it to the new knight. The new knight rises, bows deeply, takes the sword which the king offers him while the pages adjust the shield to his left arm. The king seats himself while the newly initiated knight mingles with the other knights

who congratulate him and admire his armor.] KING ARTHUR [standing]: Hear Ye! Hear Ye! the words of your good King Arthur and let us receive into our Royal Order one called Squire Richard Turner.

Richard Turner, come forward!

[Richard approaches the king in the same manner as those who preceded him. The first two pages leave the stage on the right side.]

KING ARTHUR: Richard Turner, your monthly report card shows that you are an excellent student. However, you sadly lack the spirit of helping your mother on Saturday mornings by running errands for her before playing baseball.

[Richard places his right hand over his heart and says]: I take the oath that from this time on I will run errands for my mother on Saturday mornings before I play baseball.

[The pages carrying the cushion, sword, and shield now enter. The kneeling squire bows his head.]

[The king takes his own sword, taps the kneeling squire on the right shoulder with the blade and says]: Arise, Sir Knight, take your sword, and be a true follower of Christ.

[The king takes the sword off the cushion and presents it to the new knight. The knight rises, bows deeply, takes the sword from the king, while the pages adjust the shield to his arm. The king seats himself again while the new knight mingles with the ensembled knights to be admired.]

KING ARTHUR [standing]: Hear Ye! Hear Ye! my brave and true Junior Knights of the Royal Order of the Round Table. Let us now celebrate this occasion in a fitting manner with a tournament in which you will all take part. Sir Thomas you will lead one group; and Sir Richard you will lead the other group in a friendly combat of arms. To be ever ready to fight for good and against evil one must fortify himself and strengthen mind, heart, and hand. On with the tournament!

[The king seats himself; the pages gather around him; the knights fall into their formation on both sides of the stage and prepare for the drill.]

The Tournament

Formation: The knights are divided into two groups. Each group is in a triangle formation. The smallest knight of each group is in front; two knights form the second row; the three tallest knights are in the third row. The shield is carried across the chest with the left arm; the right hand holds the sword.

Music: The trumpeter blows a short call.

Music for the drill: A spirited march. Play the introduction only once (if there is one) while the knights stand at attention. Thereafter play only full strains of music to which one can count sixteen or thirty-two.

Part 1

F) C) (4
Group E) A) (1 (5 Group
"A" B) (3 "B"
D) (6

Group "B": Stand still with sword guarding forehead (1-8). At the same time:

Group "A": Stretch right arm and sword vertically upward, march eight steps forward and get ready to engage group "B" in combat as shown below, 1-8.

F-4
C-2
E-1 A-5
B-3
D-6



Opponents encircle one another in couples, left side to left side, once around in eight steps, with right arm bent over right shoulder, and with sword held in a threatening manner, (9-16).

Group "A": Lunge right forward and strike for opponent's head (1, 2). At the same time:

Group "B": Place right foot backward, kneel right, and guard the head (ward off the blow) with the right hand (1, 2).

Both groups: Stand with heels together, remain facing one another, right arm bent over right shoulder and with sword held in a threatening manner (3, 4).

Group "B": Lunge right forward and strike for opponent's head (5, 6). At the same time:

Group "A": Place right foot backward, kneel right, and guard the head (ward off the blow) with right hand (5, 6).

Both groups: Stand with heels together, remain facing one another, right arm bent over right shoulder and with sword held in a threatening manner (7, 8).

Group "B": Stand still (9-16).

Group "A": Retreat eight steps backward to the right side of the stage (9-16).

Repeat all from the beginning with Group "A" standing still while other Group "B" marches forward to attack (1-32).

Part 2

Both groups extend right arm and sword vertically upward, shield in front of chest. Change sides in sixteen marching steps by encircling opponents halfway. Each side marches as a unit obliquely forward to the right, then swings around and faces the opposing group (see diagram below) (1-16).

6) (D
3) (B
Group 5) 1) (A (E Group
"B" 2) (C "A"
4) (F

Group "B": Stand still with swords guarding forehead (1-8). At the same time:

Group "A": Stretch right arm with sword vertically upward, march eight steps forward and get ready to engage Group "B" in combat (diagram below) (1-8).

6-D
3-B
5-A 1-E
2-C
4-F

Group "A": Lunge right forward and strike for opponent's left cheek (9), strike for right cheek (10), then strike twice for the head (11, 12). At the same time:

Group "B": Place right foot backward and kneel right. Guard the left cheek with right hand near left shoulder, point of sword upward (9), guard right cheek by moving right hand in front of right shoulder (10), then guard the head by holding sword horizontally in front of head (11, 12).

Group "B": Lunge right forward and strike for opponent's left cheek (13), strike for right cheek (14), then strike twice for the head (15, 16). At the same time:

Group "A": Place right foot backward and kneel right. Guard the left cheek with the sword (13), guard the right cheek (14), then guard the head (15, 16).

Repeat with group "A" lunging and attacking, while Group "B" kneels and guards the blows (1, 2, 3, 4).

Repeat with Group "B" lunging and attacking, while Group "A" kneels and guards the blows (5, 6, 7, 8).

Both groups stand, remain facing one another, right arm bent over right shoulder, sword held in a threatening manner.

Group "B": Remain standing (9-16).

Group "A": Retreat eight steps backward to the opposite side of the stage (9-16).

Repeat all from the beginning including the encircling halfway in sixteen steps, and the attack, this time first by group "B" (1-48).

All finish facing toward the king on the last count with sword in chin salute. The right hand is placed at the chin and the sword points upward toward the king who has risen. The music stops. Hold the chin salute five seconds, then lower the right arm obliquely side downward with sword pointing toward the floor.

[The king remains standing, raises his right hand and says]: Well done, my noble Knights of the Round Table. Go now and seek the Holy Grail, do good and noble deeds.

March music. The knights march once around the stage with swords extended upward. Then they march down the middle to the front of the stage, turn left and march by two's past the king who stands watching them with his right hand still raised. He turns slightly to the right as the knights leave the stage on the right side.

The curtain falls just before the last knights make their exit.

PROGRESS

Natural history tells us that when the tide is coming in every seventh wave leaps ahead of all preceding waves. It makes a new record of advance.

The next wave falls far short of this mark; others follow but, while gradually approaching the mark, do not attain it. The sixth wave makes it.

Then comes a full flowing seventh wave going out beyond the high ripple mark and so making a new record of advance. And so the tide comes in.

Likewise in the social order, in the great in-coming tide of human progress there is a seventh dominant wave.

That which we note today as a new record of advance is—greater racial tolerance and understanding.

Let there be no condemnation of attitudes of the past. We do not chide the waves that failed to reach the mark. They were just part of the process.

Nor do we in a new light and at a higher level condemn those who lived in a lesser light and at a lower level.

The tide is still coming in—our own light and level will seem just as dim and low in comparison with a future radiance on the heights: and our seventh-wave ripple mark of achievement of which we boast today, will lie far behind in the full tide of actual civilization. —Sister Fides Shepperson.

Practical Aids for the Practical Teacher

These Are Your Own Devices

A Word from the Editors

Practical Aids for the Teacher published in these columns are, generally, supplied by the readers of THE CATHOLIC SCHOOL JOURNAL. Why not submit your favorite Practical Aids and Devices in order to help your fellow teachers? Mutual assistance will be your real reward, although contributions to these pages are paid for at space rates, after publication.

Just now, we invite you to send us some good articles on teaching arithmetic, geography, history, spelling, devices for primary grades, etc. Our supply of articles on teaching English and religion is, at present, in less need of additions than is that of other subjects.

An Arithmetic Game for the Sixth Grade

Sister M. Bertrand, O.P.

When football topics begin to permeate the conversation of all and sundry, the teacher who does not recognize the potentialities in this fever-heat enthusiasm loses one of the possibilities for motivating an activity. It is merely a matter of expediency that induces her to capitalize on the almost universal pupil interest in the sport. This accounts for the fact that *Indoor Football* introduced itself into our reviews and drills this year, making both activities more vitally attractive.

The boys, always well informed on such topics, told us that a "down" anywhere on the field does not mean complete failure, but that the ball may be carried on from that point, until it finally goes over the goal post scoring a touchdown.

I felt that this would be a splendid game to play, especially since I am of the opinion that a grade of ten, forty, or sixty does not spell failure, but rather ten, forty, or sixty points gained on the road to a final hundred, or perfect score. Great was the delight of the lower group when they ascertained that low grades were not failures—if followed by higher grades. Many resolutions for daily improvement were most apparent on telltale little faces, for is not perseverance based on hope?

We decided to play "Football," but one disconcerting question was causing some annoyance in various parts of the room. What was it? To have a football game we must have opponents, and they did not want to have teams. Since opposing teams had been omitted from my plans, I was happy to find the children of the same opinion.

Nevertheless we discussed teams, games, and opponents at length. Finally, racing and aviation were introduced. Then someone told about an aviator who had flown alone and won.

Beat Your Own Record

"What victory did he win? Who was he trying to defeat?" were questions asked by an interested listener.

"He was trying to beat his own record," answered a future student of aviation.

"Oh, Sister! That would be a grand plan! Let's do it, Sister! Let's play football and beat our own record, instead of beating another team!"

So began "Indoor Football" in grade six

with each child a team, his opponent—his first grade of the previous day.

Football, even "Indoor Football," cannot be played without a field. We, therefore, because we had forty-two teams playing at once, needed forty-two fields. To save space we placed all the fields on one piece of white tagboard 24 inches by 26 inches. Leaving a space of five inches at the top for a football sign and line markers, and another two inches wide along the left side for the names of the teams, we drew one set of lines one half inch apart across the paper, and another set the same distance apart from the top to the bottom, leaving a field one-half inch wide opposite each name.

We labeled the spaces at the top five-yard line, ten-yard line, fifteen-yard line, and so on, to the hundred-yard line, which we marked "Goal Post." After we had printed the children's names near their respective "fields," and tacked the chart to the bulletin board, we distributed gay red Maptack "footballs," one to each child. A scoreboard was kept for the winning teams.

Work for the Coaches

The work began, or should I say, the games began? As each day's drill or assignment was

finished and graded the "teams" placed their "footballs" on their first "down" line. Those who got a hundred, or made a touchdown became "Helpers" and "Correctors." The "downs" corrected their mistakes, the Correctors checked and graded them again, and the teams moved their footballs on to the next "down" line. This continued throughout the period until each child had made a "touchdown."

Many satisfactory results have already made themselves apparent in this interesting activity. First, players going "down" on the twenty- and thirty-yard line during the early days of the game, have advanced steadily by fives and tens until they are proudly placing their "footballs" on the seventy-, eighty-, and ninety-yard lines for the first "down." Of course, they have frequent setbacks as new work presents itself, but the all-absorbing infatuation of the game which makes each player a fighter, who fights to win, is helping these little people to overcome their own difficulties.

Second, the hopelessness of the failure child does not enter here. There are no failures. An advance from ten to twenty-five yards is a much greater improvement than an advance from ninety to ninety-five yards. It is ten yards greater. The slow child, too, gets all the special help he needs, from the helpers who made a "touchdown" the first time.

Third, the children love the game and seem to appreciate the fact that no two of them are alike, and therefore, there can be no well-balanced teams. They are proud of their marks and carry them home to show the family, for every paper has a hundred on it although fifty, seventy-five, and ninety may be written in a neat column above that precious hundred.

Fourth, the atmosphere of generous helpfulness has increased to such a point that thoughtless selfishness so unintentionally fostered in classroom rivalry has completely disappeared.

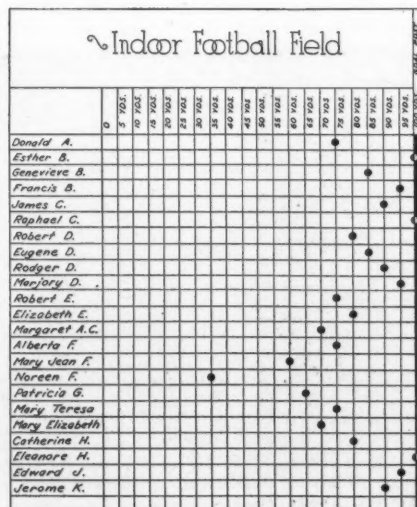
Finally, the play spirit involved in carrying out this activity serves rather to increase than retard progress, since each player had done from three to five times as much work as he would otherwise have accomplished had there been no goal post to urge him on to a final daily "touchdown" of a perfect score.

It Helped the Teacher

Aside from the value of this activity in promoting a greater spontaneity of effort on the part of the pupil, I found it of inestimable worth to the teacher as a self-test of her own work.

As game after game was played by the children I noted that I was continually referring to the "field chart," and at the same time gradually becoming conscious of its real value as a self-check.

First, after the children had placed their "footballs" following the initial correction of their papers, a glance at the chart informed me of my grade for that day as an instructor. If practically all the players had gone down on lines less than the fifty-yard line, I knew that I was to blame. I had either given them work that was too difficult, or I had not taught the material well enough before testing. If all the "downs" were all beyond the eighty-five-yard line I knew that I had given work that



was too easy. If most of the "downs" were between the seventy-five- and ninety-five-yard lines, with a few above, and about the same number below I considered that picture of the "field" the average for a normal group.

After this initial testing of my own teaching I found the chart very useful in watching the progress of the class during the period of supervised study following the first correction of the papers, as a glance at the "field" placed each player and at the same time pointed out the child who seemed in the greatest need of help.

A final glance at the chart toward the close of the period, informed me as to the number of players who had made a "touchdown," and the number of stragglers, if any, still on the field. When all the "footballs" rested on the hundred-yard line my work in arithmetic was finished for the day. If there were some men still out in the "field" I knew that sometime

during the day I must make time for some individual instruction or remedial work.

Finding this game so beneficial to both the children and myself, I wondered if it could not be continued after the football season was over. We were studying the stratosphere in our science readers, so someone suggested *Stratosphere Flights*. Later in the winter we had a *Basketball Tournament*.

I believe this activity can be worked out in almost any subject in every grade. A map-tack or thumbtack would not appeal so much, perhaps, to smaller children, but there are things to be found in the dime stores, which can be purchased for very little, that will stimulate their imaginations. Celluloid horses, autos, and airplanes fastened to the chart with pins would hold the interest of little children for some time. They could name their own racers and have much fun playing this "beat-your-own-record" game.

right. Next we decided which parts should be lined and which solid, after which they were inked.

When this booklet was finished, the high school was curious, as I expected, and asked how it was to be used. They thought it too beautiful to use for anything but display, so we covered it with cellophane that it would stand the use we wished to give it. I told them that superior papers relating to books, such as book reports, character sketches, information about authors, and like material would be kept in this booklet. I challenged them to make their papers worthy of receiving this honor.

Some weeks before, we had bought some twenty books. Besides the usual routine of preparing a book for the library, we covered them with brown paper, on which we pasted the original jackets.

For Book Week the reading table was placed in the front corner of the room, and the new books—biography, religion, fiction—arranged in inviting positions.

On the Monday morning of Book Week, I had another joint English class in which I stressed the importance of Book Week. I told my classes that for this week also there would be no English assignments—that their duty was to get acquainted with books and authors not only the new ones on the table, but also those in the library and to "read for fun." All the new books were on reserve, and it was a pleasure to see how much reading was done that week, even by the poorer readers. Several of the books had been asked for by different pupils. Some they had heard in part over the radio, or had seen in the movies, or their friends had suggested them.

On Friday, with no previous hint of any kind, I gave them the puzzle and game below, which had been duplicated. I started to make a crossword puzzle, but the time necessary was not justified. They worked with a will, and I found that they had become better acquainted with our books, both old and new, during this Book Week.

In the Grades

In the junior-high-school grades, special emphasis was laid upon book characters. A frieze portraying book friends and a series of character sketches were the result of several assignments in English and art.

The book characters for the frieze are Nancy and Daisy, in *Little Men*, Rebecca of Sunnybrook Farm, Emmy Lou, the Little

Activities for Book Week

Sister M. Philip Neri, O.S.F.

Each year the teachers and pupils of our school look forward eagerly to the observance of Book Week.

Two years ago we gave an entertainment in which the whole school took part; every number of the program pertained to books; even the songs were composed by authors famous in literature. The high-school art class made posters for every room.

Last year we wrote to the National Association of Book Publishers for the official poster for Book Week, 1937, and also for information concerning the origin of Book Week. They sent the desired material, and with the 1937 slogan, "Reading for Adventure" as our theme, we began our campaign.

During Book Week, the 1937 poster was posted in the main corridor of the school; each room had its individual posters and its reading tables in prominence for the week.

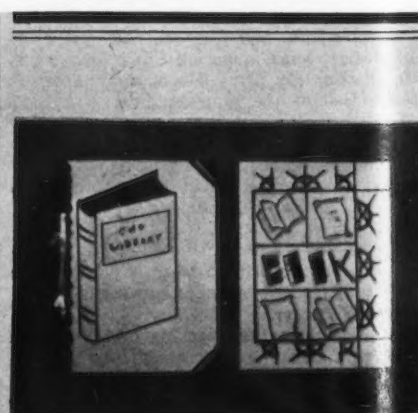
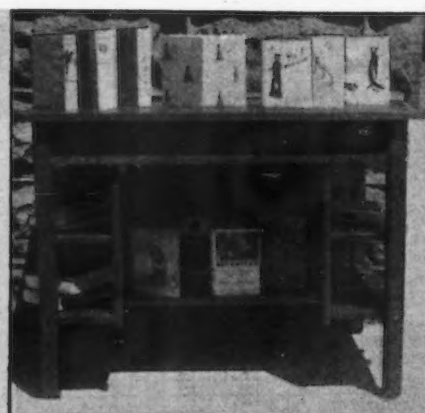
In High School

On Monday of the week before Book Week, I held a joint English class during which the making of a series of posters to display the following week was suggested. My students were eager and enthusiastic, and when I told them there would be no assign-

ments in English for the week, their response told me that they would do their best with the posters. We discussed which books they would like to advertise—they wanted to make a set entirely different from those of the year before. Groups were formed; the posters planned, mediums, style of lettering, and slogans decided upon, and we were ready for work.

While these groups were busy at the posters, another group worked at book jackets, while still another made attractive backs for good books that had been covered previously with brown paper.

Besides this, I appointed two senior girls to make a cover and end papers for a booklet which would contain interesting and useful information about our library. No suggestion was given for the cover; for the end papers, only a rough sketch of a scroll and an open book with a border of rays. They were happy to do this work, and although the novelty of it made it difficult, they were fascinated. Carefully and patiently they drew, changed here and there, and drew again, until the pattern pleased them. After the design was drawn, we duplicated it, so the four sheets would be identical—two for the left, and two for the



Left: Book-Week Posters Made by High-School Students. Middle: Book Jackets Made by Another Group. Right: Cover and End Papers for a Library Booklet Made by Two Senior Girls.

Matching Game of Books and Authors

- | Titles | Authors |
|-------------------------------------|--------------------------|
| 1. Gentleman from Indiana | 1. O'Henry |
| 2. A Girl of the Limberlost | 2. Lucille Borden |
| 3. Anne of Green Gables | 3. Alice Hegan Rice |
| 4. With the Eagles | 4. L. M. Montgomery |
| 5. The Covered Wagon | 5. Willa Cather |
| 6. The Four Million | 6. Henri Gheon |
| 7. The Secret of the Curé of Ars | 7. Baroness Orczy |
| 8. Pollyanna | 8. Emerson Hough |
| 9. Shadows on the Rock | 9. Mary Roberts Rinehart |
| 10. Mrs. Wiggs of the Cabbage Patch | 10. Booth Tarkington |
| 11. Magnificat | 11. Paul Anderson |
| 12. Jim Davis | 12. Isabel Clarke |
| 13. Whispering Smith | 13. Andrew Klarmann |
| 14. The Princess of Gan-Sar | 14. R. H. Benson |
| 15. Silver Trumpets Calling | 15. Gene Stratton Porter |
| 16. By the Blue River | 16. John Masefield |
| 17. The Scarlet Pimpernel | 17. Rene Bazin |
| 18. No Handicap | 18. Marion Ames Taggart |
| 19. Loneliness | 19. Frank Spearman |
| 20. The Circular Staircase | 20. Eleanor Porter |

The Following Jumbles Are Names of Books. See If You Can Decipher Them.

- | | |
|-----------------|--------------------------|
| Tcefrep Etubirt | Nane fo Lovneaa |
| Ddaile | Gernoo Rlati |
| Gicam Redgan | Aarim Paaleehincd |
| Aejn Yere | Tecrleid |
| Liwl Egarrs | Ons fo eth Elmdid Brredo |

How many of the new books do you know by name? How many authors of the new books can you name?

Colonel and her grandfather, and Tom Sawyer.

The figures were dressed in cloth, which brought them into prominence. Emmy Lou has a bright red and white checked dress, and carries a dark blue hat. Rebecca's dress is a dainty flowered print. Nancy and Daisy wear yellow and pink organdie, and the Little Colonel an old-fashioned dress of small checks. Tom Sawyer is happy in a blue cotton overall.

A light gray bogus formed the background of the frieze; brown paper, the tree trunks and branches; two soft greens, the subdued foliage. While the tree trunks separated the different characters, the branches and foliage brought them together into a natural, pleasing unit.

Character sketches in these and other book friends were written and collected into a book-

A Book-Character Puzzle

The puzzle below will show how familiar you are with some of the book people in our library, and if you remember book characters you met long ago, in stories, poems, or plays.

This puzzle resembles a crossword puzzle. The character described at the left has one square for each letter in his name. The first one shows you how to work. Be careful; do those you are sure of first.

1. A medieval king who did marvelous deeds

2. A poor woman who cheered her neighborhood

3. Papa's "Little Queen" who later became a Sister Saint

4. A one-legged pirate who carried his parrot on his shoulder

5. A little girl who lost a glass slipper at a ball

6. A young wife who sells her hair to buy her "Jim" a Christmas present

7. A knight who saw the Holy Grail

8. A charming red-headed girl whom the Church saves from an unhappy marriage

9. A warrior who kills his son in a duel

10. A miser whose life is changed by a child

11. A giant of the northern woods

12. A Jew who wanted a pound of flesh as forfeit

13. An orphan who isn't wanted because she is a girl

14. A Jesuit martyr of Mexico who faced death with a smile

15. A girl who made everyone around her "glad"

16. A Scotch beauty who is saved by the ring of her king

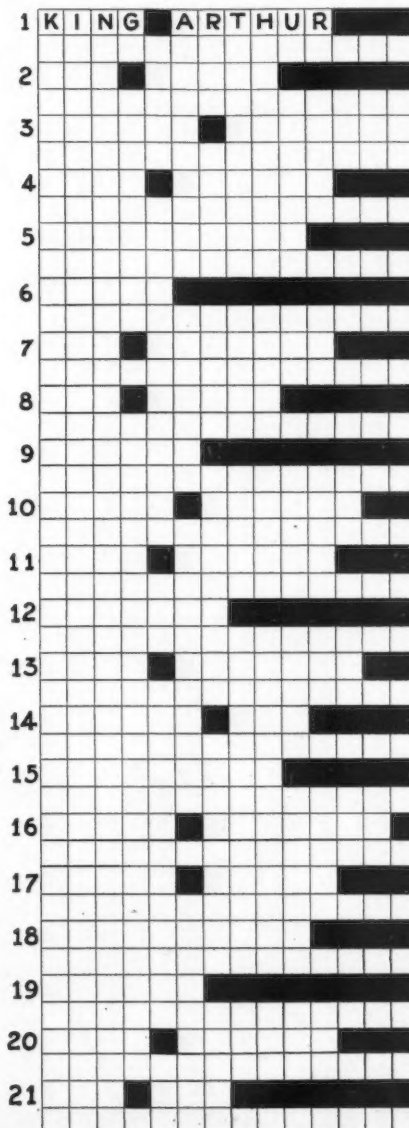
17. A sailor who returned from a long voyage and found his wife married

18. A girl who lost her lover after the expulsion of the Acadians

19. A noble Roman, daughter to Cato and wife to Brutus

20. A prince of wit and wisdom, a man whom everybody liked

21. The hero of a story that takes place at the time of our Lord



let, on the cover of which a silhouette of one of the characters was pasted.

In the elementary grades, a chalk picture showed Heidi in her mountain home, and the story of *Heidi* was begun during the literature periods; a windmill scene to illustrate *A Dog*

of *Flanders* was made of cut paper in a lower grade. These children grouped together and bought two books for the library and presented them to their teacher with an original poem on the Friday of Book Week.

These activities throughout the school make the week a happy one and worthy of its name "Book Week."

Answers to Book-Character Puzzle

1. King Arthur, 2. Mrs. Wiggs, 3. Little Therese, 4. John Silver, 5. Cinderella, 6. Della, 7. Sir Galahad, 8. Cis Adair, 9. Rustum, 10. Silas Marner, 11. Paul Bunyan, 12. Shylock, 13. Anne Shirley, 14. Father Pro, 15. Pollyanna, 16. Ellen Douglas, 17. Enoch Arden, 18. Evangeline, 19. Portia, 20. Will Rogers, 21. Ben Hur.

Key to Matching Game

1-10, 2-15, 3-4, 4-11, 5-8, 6-1, 7-6, 8-20, 9-5, 10-3, 11-17, 12-16, 13-19, 14-13, 15-2, 16-12, 17-7, 18-18, 19-14, 20-9.

Answers to Jumbles

Perfect Tribute, Laddie, Magic Garden, Jane Eyre, Will Rogers, Anne of Avonlea, Oregon Trail, Maria Chapdelaine, Derelict, Son of the Middle Border.



Frieze Portraying Book Friends Made by Junior-High-School Students.

Lessons in Creative Art—III Color and Design

Sister Mararet Angela, S.H.N.

COLOR

The world has suddenly become infatuated with color; almost intoxicated with it, so much is attached to its use, its application, its appeal, in every branch of industry. Color enters in, where color was debarred a few years ago. But like everything else, we may overestimate color, and color combinations, as we may overestimate many other things, if good judgment and common sense do not forsake us.

Art has always dealt with color, gloried in it, but there are ways and ways of dealing with color, even in art.

Let us understand the simple color theories, essentially necessary for the Elementary Grades, that the principles underlying the instructions we give, will be standards, by which the pupils may be guided through life.

Color Combinations

The primary colors are red, yellow, blue. The secondary colors are orange, green, violet. The three primary colors may be used together, in posters, design, but the combination, with the same intensity in color, is startling, unrestful. Commercially, the objective in view, is to attract attention, and the three primary colors used together, qualify to a marked degree.

Black is excellent for accenting in a picture, and for strong, definite outline. Unless brown is used with skill, it tends to deaden colors

used near it, so it is really advisable to omit its use in grade work completely.

A large color chart should be placed before the class during the lessons on color, or color combinations. No complicated color wheel is necessary. A homemade one would serve the purpose. The wheel should have twelve colors; primary colors, secondary colors, and the colors in which one primary color predominates over the secondary color; as yellow green, blue green, blue violet, red violet, red orange, yellow orange.

Three color harmonies advisable for the elementary grades are:

1. *Complementary Harmony.* This harmony consists of any two colors exactly opposite on the color wheel. With the use of an arrow, secured in the center of the wheel, the point will touch one color, while the end of the arrow will touch its complement. This harmony holds ample opportunities for a variation of colors which are most pleasing in effect.

2. *Triadic Harmony.* This harmony consists of any three colors which form an equilateral triangle on the color wheel. There are only four groupings of color combinations in using this harmony; they are:

Red, blue, yellow;
Red violet, blue green, yellow orange;
Violet, green, orange;
Blue violet, yellow green, red orange.

3. *Split Complementary Harmony.* This harmony consists in three colors which are

touched by a triangle with a base equal to one half the height; meaning that the colors on either side of one of the complementary colors are used with the remaining complement. There are twelve groupings of color combinations worked out in using this harmony; they are:

Red violet, blue violet, yellow;
Violet, blue, yellow orange;
Blue violet, blue green, orange;
Blue, green, red orange;
Blue green, yellow green, red;
Green, yellow, red violet;
Yellow green, yellow orange, violet;
Yellow, orange, blue violet;
Yellow orange, red orange, blue;
Orange, red, blue green;
Red orange, red violet, green;
Red, violet, yellow green.

Teach Simple Theories Only

There are many color theories, complicated, puzzling, confusing, but which are not necessary for the actual color needs of the children in the beginning years of school. The three harmonies stated above are sufficient for their need for it is better to know well and thoroughly, the few basic harmonies, than know many ponderous terms, dim theories with no knowledge of application.

The first three grades should know the primary colors and the secondary colors. The third grade, in which water colors are introduced, should have practice in mixing secondary colors. The fourth grade should be familiar with complementary harmonies (pre-supposing that a large color chart is before the class). The fifth and sixth grades may use triadic harmonies, as well as complementary harmonies. The seventh and eighth grades may use the three harmonies, so that with ease, and understanding from a repetition of use, the pupils will become competent in handling these combinations.

In Teaching Water Colors

Perhaps it would be of use and of help to teachers to give some hints for water-color lessons. To give a lesson involving water colors, seems to be a veritable joy killer to the instructor. You have without doubt experienced the dread. I know I have. Why?

Without doubt, the mechanical preparation in the passing and collecting of materials was not efficiently nor quickly executed, which results in poor discipline. When discipline is lost in an art lesson, it is rarely recovered.

The materials should be passed in an orderly fashion. So much valuable time is wasted, discipline lost, because order is wanting. In an art lesson particularly, where material is needed aside from the easy procedure of opening a book, routine habits in distribution of supplies should be firmly rooted.

We waste valuable time in our lack of system, initiative, and eagerness to advance. Duty takes on a very dull, monotonous aspect if we leisurely and contentedly follow the same method of procedure we have followed for the past ten years. It is bad for the teacher herself, for her outlook, her progressive spirit, her firing zeal, repeatedly to travel over and over the same beaten track. Those who are blissfully contented with their work rarely have reason for being so. Granted, the meth-

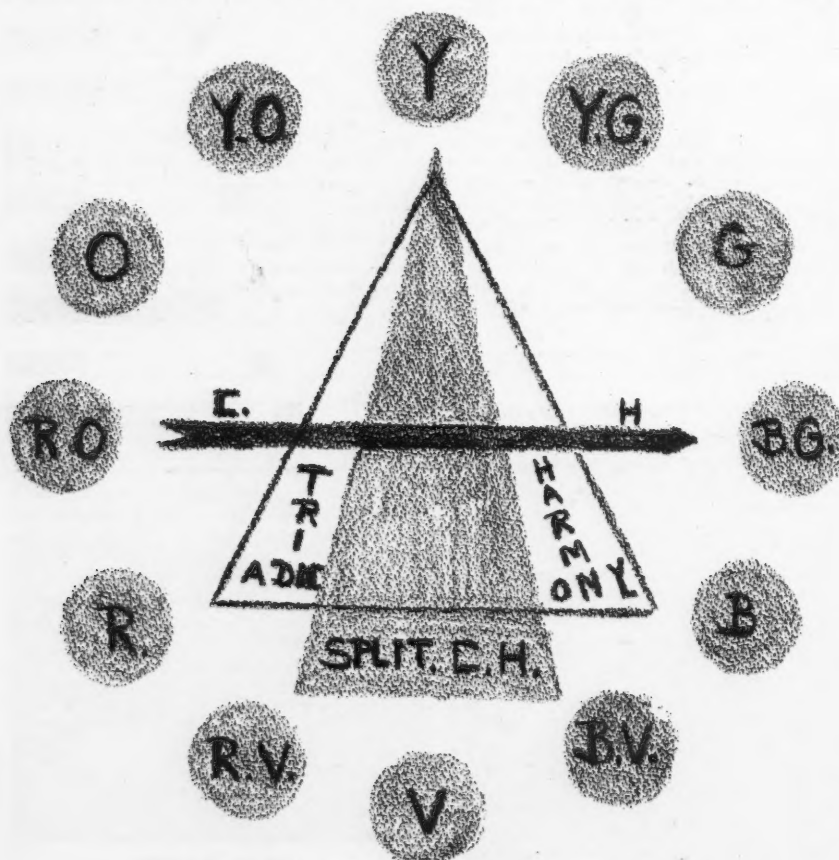


Plate II. Creative Art III.—Sister Margaret Angela, S.H.N.

ods which you have been using may be superb, unsurpassable, but revarnish them, touch them up with a coating of newness, that will give new luster to your work, and to your spirit.

To simplify the passing of paper, put the allotted amount for each row on the front seat of the row. Each child in turn takes a piece and passes the rest of the paper to the pupil behind, and so forth, with no pupil out of his seat.

For the water, borrow cafeteria trays, one for each row. Spread the pans out, pour the water, and the monitor of the row distributes. If it is not possible to borrow trays from the school cafeteria, boxes, or box covers which are strong, will serve the purpose equally well.

A paint rag, or better still a small sponge, is necessary to keep the paints and box clean. A piece of blotter is most useful for absorbing the water from the paint brush filled with paint, and should be on hand for every painting lesson.

Secondly, we may dread the painting lesson because our lesson preparation was not definite. We did not know exactly what to do, nor how to have the pupil do it. Large classes cannot and will not be kept waiting while figuring or planning for the next step is taking place. The implements laid out for the lesson will be utilized for the general enjoyment of the class, by the inventive members, and one dare not permit a loophole of time for such temptations. Know definitely what is to be done and how the pupils are to do it.

Water-Color Technique

Flat even washes, such as we used to work for, in our childhood, and which process is still in use in some schools, are detrimental to a juicy, delicious effect, which makes a water-color painting so refreshing. The color may be applied in up-and-down strokes, this way or that way, as long as the color is clear, sparkling in tone, and strong. Sickly, weak, or muddy colors should not be tolerated.

Black crayon is invaluable for outlining objects in a water color. The crayon saves the color from running out of bounds, giving, at the same time, a definite, strong character to the composition.

Apply bright, clear colors in a composition first, to avoid the need of using muddy water, which dulls the color.

Every composition, to be complete in color, must include the three primary colors in some form (secondary). Break away from the ordinary green for grass, blue for sky, and so forth. Induce the children to apply the unusual colors for the sky (reds, orange, yellow, violet) as well for trees, hills, water. Blend colors without scrubbing them into muddy, dull effects. The less water color is touched and worked over, the more charming and vibrant the tonality.

It is well to remember that warm colors are used for shadows indoors (violet, red violet, red, red orange, orange). Cool colors for shadows outdoors (blue, blue green, blue violet).

Warm colors are used for objects outdoors (effect of the sun); cool colors for objects indoors. This information is necessary for the instructor.

An interesting lesson may be worked out, by applying a wash of clear water over the paper; then yellow paint direct from the pan, just dabbed onto the paper; then blue, in the same way. The blending with the water will give the secondary color, green. From the paper to which these washes are applied, may

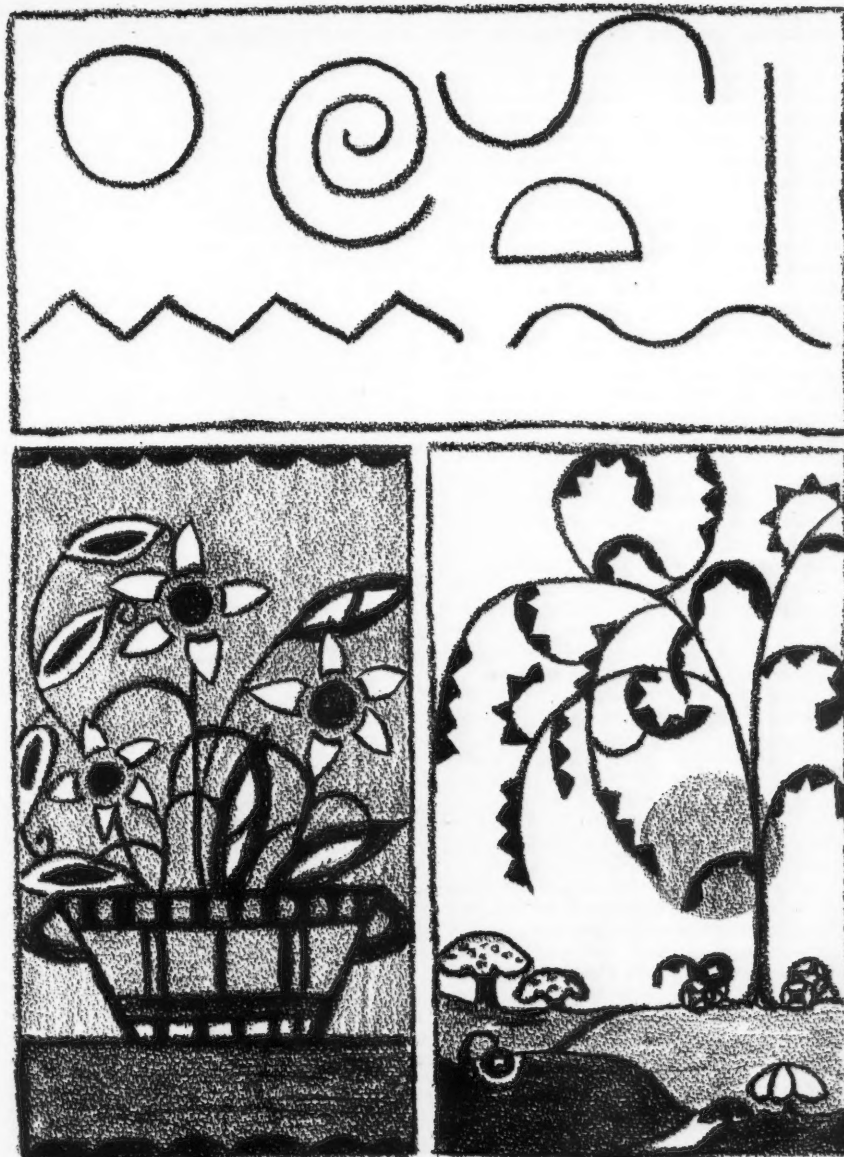


Plate I. Creative Art III. — Sister Margaret Angela, S.H.N.

be cut (on the fold) dishes, bowls, baskets, which may be grouped in pleasing arrangement and mounted.

A lesson in the technique of washes and color combination will hold little interest for the pupils. There must be a tangible objective toward which they may work. Color for color's sake will be of little interest for the pupil. A 6 by 9 paper folded in four and cut on the folds, will be large enough to work out three color combinations in blending. While these pieces are drying, the 9-by-12 paper may be prepared with the border on which the objects cut from the water-colored paper may be mounted. Black crayons may be used to add a unit border to the cutouts. In this way no time is wasted in waiting for water color to dry, for in those moments the entire discipline of the class may be lost.

DESIGN

Design penetrates into every available portion of art. It is the center fountain, furnishing the sparkling water of enrichment, to

which every division of art applies for the fundamental background, or creation of the work on hand. Design means planning, shaping divisioning, adding here, cutting there. No masterpiece, whether it be a painted canvas, a sculptured marble, or a stately cathedral just takes form. The plans or designs for them are worked over and over again, until the united whole answers to all the basic principles of art—balance, harmony, proportion, rhythm. So each in turn becomes an exquisitely perfected design.

It is rather a difficult task to division the fundamentals of art in two distinct compartments, for all interlace with one another. It is necessary, however, to know the characteristics of each, the application of the basic principles they involve, to become acquainted with their utility. Then knowing the structural technique of the various groupings which make up this study, each section will blend harmoniously, in their right proportion, into the unified whole, which is art.

Let us resolve once again to depart from

the naturalistic form of design, and to refrain from mixing this form with either the conventional or the abstract design. For example, it is inharmonious to use a conventional basket with naturalistic flowers. Creative Art will benefit all children in our classrooms, but not if the teachers themselves continue to cling tenaciously to some of the extremes in art which they acquired, with little knowledge of principles. We are not striving for studio art, where naturalistic drawings are executed by the special student, with the use of difficult mediums; but we are putting forth every effort to introduce into our schools a form of art instruction that may be worked out, for the betterment of all pupils.

In our work of elementary education, we shall introduce design, first in its decorative form (flowers, trees, baskets, birds, butterflies, fish, animals); then in its ornamental form (units for borders, costumes, all-over patterns).

The decorative and ornamental forms of design will fall under two of the three headings mentioned in a previous article, conventional and abstract design.

The seven motifs of design, used in all design, are:

1. The spiral;
2. The circle;
3. The half circle;
4. Two half circles which form the letter S;
5. Wavy line, water waves;
6. Broken zigzag line—outline of the broken peaks of mountains;
7. A simple straight line—trunks of trees, ocean line, horizon line.

Floral Design

Flower forms may be utilized for many lessons, in all grades, with excellent results.

It is well in all grades, to base the flower form, on some geometrical shape. In the first and second grades, a large circle three inches in diameter may be drawn, first in chalk, then in black crayon. One of the seven motifs of design may be used to edge the flower; then the space within the flower may be broken up into interesting units. The stem may be omitted, but if drawn should go directly off the paper. Introduce the flower to the class as a fairy flower. Limit the leaves to two. They, too, must be abstract in design, unlike any natural leaf. Here the teacher must be strategic in her directions. Insist that the leaves touch either side of the paper, growing out from the stem or flower itself. Otherwise, we can well visualize the microscopic leaves which will result. The little people in the lower grades draw very minutely, because of the feeble muscular control. It should be the aim of the teacher to develop this control by careful guidance and helpful directions.

In the third and fourth grades, a grouping of fairy flowers may be worked out in a composition, from circles (milk tops are fine to draw around and an excellent size). Groups of three in an occult balance (that is, in an uneven grouping, but balancing because of spacing and arrangement) are very effective with an addition of four designed leaves and no stems. Here again, the seven motifs of design will be used for the ornamentation of the flowers. Outline in black crayon before painting. A simple border edging the paper will give a finish and charm to the composition.

Geometrical Forms

For the fifth, sixth, seventh, and eighth grades, a designed bowl, vase, or basket, with

flowers arranged in uneven groupings. The triangle, square, circle, may be combined in the composition for the foundation of the flower forms. Omit stems, but utilize designed leaves. In these grades, the boys and girls may cut their own triangles, diamonds, squares (milk tops for the circles for use in tracing around for form) from half a sheet of 6-by-9 paper. Fold the half sheet into four. Each part will be quite suitable in size for the form desired, provided no trimming occurs. The bowl or basket may be cut out from half a sheet of 6-by-9, to trace around, or may be drawn in a geometric form directly on the paper.

Birds and animals based on the geometric forms are quite abstract in design and make interesting compositions.

Trees are charming with designed leaves and branches, also built in shape on the geometric form. Fish and butterflies work out

more in the conventional type of design, staying a little more to the naturalistic shapes, though departing enough in the process of design, to conventionalize the natural.

The ornamental form of design is combined with the decorative form, in the units for borders of flowers, leaves of trees, birds, and animals.

There are so many, many lessons that may be developed with the use of design, bringing out the rare creative ability which children will unfold from the hidden wealth of imaginative power, God has implanted in their hearts to love and in their minds to bring to light and develop.

Let us ever remember this quotation:

"All men who have achieved great things have been dreamers, and what they have accomplished has been just in proportion to the vividness, the energy, and the persistency with which they visualized their ideals."

High-School Lessons in Religion

Sister M. Fidelis, S.S.N.D.

A Lesson on Prayer

Once when St. Peter opened the door of heaven, he let out the angels of the petitions of men; he found that their baskets were filled to overflowing with favors granted to prayer. "You had better take with you an extra basket," he said "for surely when you return there will be some thanksgivings, so many that your baskets will not hold them all." When evening came, the angels returned with practically empty baskets. They had been able to collect very few thanksgivings, scarcely enough to cover the bottom of one basket. What St. Peter said is not recorded, but we can imagine it.

1. The most perfect prayer is the Our Father. Find the setting of the gospel story of the Our Father.

2. Make up a little play with the twelve Apostles as characters. Have the play centered about what they said and how they planned to ask our Lord to teach them how to pray.

3. The purposes of prayer are: to praise and honor God; to thank God; to make reparation; to petition. Classify the parts of the Our Father under these heads.

4. What is your favorite prayer?

5. Illustrate the Our Father with appropriate pictures and drawings.

6. Illustrate the Hail Mary in the same way.

A Lesson on Baptism

1. If you were called upon to baptize a person, tell exactly how you would do it.

2. List in one column the various ceremonies in the administration of the sacrament of Baptism; in a column parallel to this, write a brief explanation of each ceremony.

3. Make a list of twenty good Christian names for girls, twenty for boys.

4. What is meant by Baptismal Vows?

5. Some children who love their parents

very sincerely promise them something like this: "I will never do anything that would make you ashamed."

a) Do you approve of a promise like that?

b) If you made such a promise, would you feel under obligation to try at least to keep it?

c) Draw your own conclusions about the promises you made at Baptism.

A Lesson on Confirmation

1. Mount a picture of the descent of the Holy Ghost on the first Pentecost.

2. Divide your page into two columns. Over the first column print: "Before Pentecost." Over the second: "After Pentecost." Then list five differences made in the Apostles by the coming of the Holy Ghost.

3. Make drawings or get pictures to illustrate each of the seven gifts of the Holy Ghost.

4. Write a brief explanation of each of the twelve fruits of the Holy Ghost.

5. Having in mind the seven gifts and the twelve fruits of the Holy Ghost, write a paragraph on "God the Holy Ghost is my Sanctifier."

A Lesson on the Holy Eucharist

1. Get a picture of the Last Supper or some other picture referring to the Blessed Sacrament. Write the story of the institution of the Blessed Sacrament.

2. Draw a parallel between the life of our Lord and His Eucharistic Life. For instance, Christ is born; Christ becomes present in the bread. Christ's hidden life at Nazareth; Christ's hidden life in the Blessed Sacrament. Palm Sunday; Corpus Christi.

3. Imagine what this world would be without the Blessed Sacrament. Enumerate some of the untold blessings we would be deprived of if there were no Blessed Sacrament.

4. Have you ever brought anyone to know our Lord better or to love Him more in the Blessed Sacrament? Make a special visit of thanksgiving and get someone to go with you.

5. Get a small calendar pad and paste the present month on your paper. Make out your "dates" with our Lord on which you will meet Him in Holy Communion. Make a list of two or three ejaculations you will say each day just as devoutly and as often as you can. Write down exactly at what time you will stop in at His House for just a little exchange of greetings.



Stimulating Interest in Chemistry

Sister M. Raymond, O.M.

Is each member of your chemistry class fired with the zeal of a Curie, or are there in the class those the height of whose ambition is realized when they discover a seventy on their report cards? Perhaps your class, like many another, is composed of a few of both these types with a larger number of moderately interested. If so, the big problem is to stimulate interest. In an effort to arouse students the following projects have been tried out and have proved successful. With the hope that they will be profitable in your class they are offered.

First as to the laboratory itself. Does it make the student realize that chemistry is a vital subject? The history room has its Washington and Lincoln, the Latin room its Caesar and Virgil, but do your laboratory walls proudly exhibit heroes in the field of chemistry? True heroes they are, men who toiled with an indomitable perseverance to reach the goal that made them heroes.

Granted, enlarged pictures of chemists are not easily secured, but perhaps you have in your class students who can reproduce them for you. I tried it as an experiment, and as a result have a set of excellent charcoal studies of the leading chemists. The reproductions are large, 15 by 20 inches. Covered with heavy cellophane for protection and bounded by a neat molding these pictures of Madame Curie, Mendeléeff, and other noted chemists give a tone of life to the laboratory. Was wall decoration the only result? I think not. There were discussions of wrinkled brows, strong chins, a look of patient endurance, and a legion of other feature details; discussions, too, as to what chemists were to be chosen, and why. Best of all the artist who was not keenly interested in chemistry found one means of correlating chemistry with her favorite hobby.

Then came charts. Students with less artistic ability figured here. These charts are

large and deal with one element, for example, sulphur. In the upper center of the chart is pictured a dish of sulphur. Radiating from the dish are a number of lines, at the ends of which are sketches of materials made chiefly of sulphur. A box of matches, a group of trees being sprayed with a lime-sulphur spray, etc., emphasize the uses of this element. Directly below the sulphur, and connected by a line, is a bottle of sulphur dioxide. In like manner the surrounding sketches show the uses of this compound. Below the sulphur dioxide is a bottle of sulphurous acid with its accompanying sketches. Last of all comes sulphuric acid, and the encircling pictures show its importance in the industrial world. In a glance the pupils can see the connection between the element and its compounds by following the center line from top to bottom, while the sketches give him a graphic representation of the value of the element in everyday life. Like charts can be made for carbon and the other leading elements. Pictures from magazines may be substituted for the sketches if need be.

To reach other pupils not particularly interested in art, I planned floor talks. These more or less informal talks yielded encouraging results. The first student in alphabetical order was elected to give her talk. An interesting review of a new book *Atomic Artillery* induced a second member of the class to read it. The next student gave a résumé of the biography of Steinmetz. That book was immediately passed on to another. The third, the life of Madame Curie, brought forth a waiting list for the book. Many interesting articles followed. I believe the trial brought forth fruit for some of the students reported that they had listened in to radio broadcasts on topics that had been the subjects of the floor talks.

Mindful of the boys' interests I set aside one case in the laboratory where ores borrowed from the geology department were exhibited. The actual handling of magnetite, quartz, iron pyrite (fool's gold) and the numberless other ores made the study of them more interesting.

These suggestions are not intended to supplant but rather supplement the ordinary classroom procedure. They are extra activities and their merit lies in the fact, that they are accomplished for the most part, outside the regular class period or class preparation period. I feel the knowledge acquired in carrying out these little projects will remain when much else that we have laboriously taught will have passed into oblivion.

Portraits of Chemists Made by the Chemistry Class

Subject	Why Chosen
Madame Curie	Radium
Lavoisier	"Father of Modern Chemistry"
Bunsen	Bunsen Burner Spectroscope
Arrhenius	Ionization Theory
Mendeleeff	Periodic Table
Roentgen	X-rays

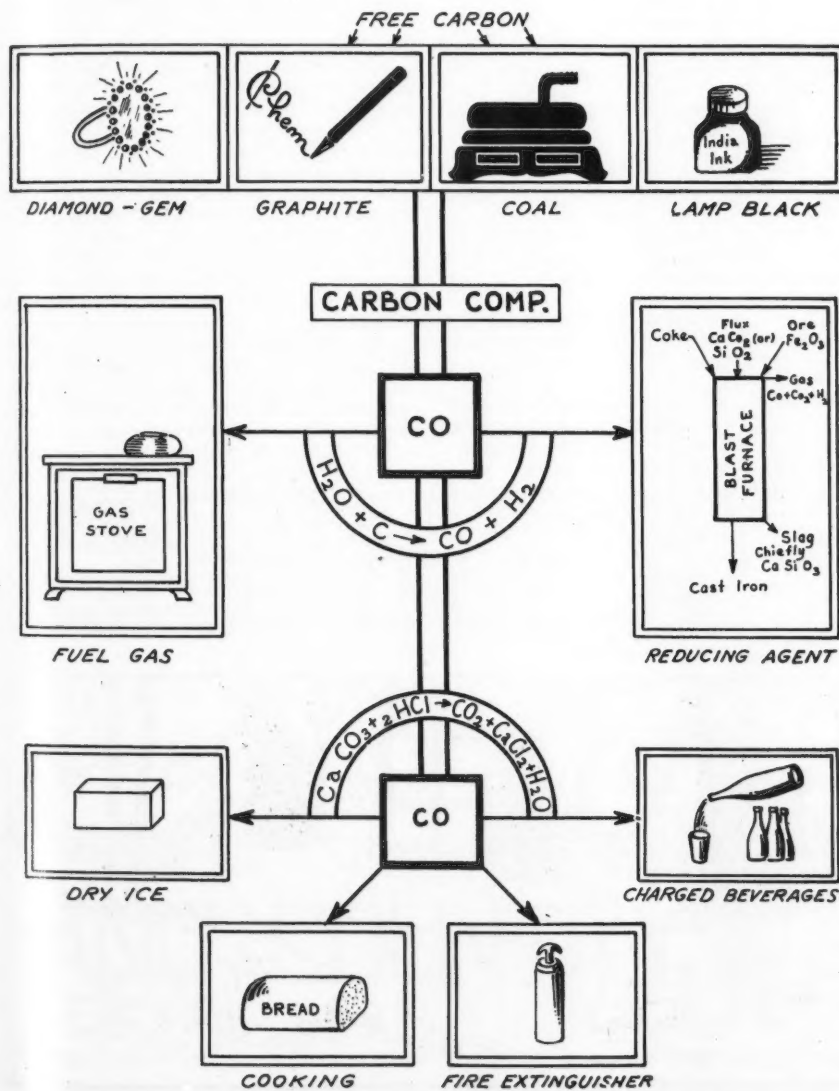
Books Which Might Be Read By Chemistry Students

Title	Author
Madame Curie	Eve Curie
Loki	Jonathan Leonard
Creative Chemistry	Edwin E. Slossan
The Romance of Chemistry	W. Foster
Famous American Men of Science	Crowther
Atoms and Electrons	J. N. N. Sullivan
Chemistry in Industry	Vols. I & II
Industrial Chemistry	Rogers
The Spirit of Chemistry	Findlay
Atomic Artillery	W. Foster

Periodicals

Journal of Chemical Education
The Science Counselor
The Readers' Digest (Science Article)
New York Times (Science Page)

Articles with such attractive titles as: "Glass—One of Man's Blessings"; "The Chemical Rainbow"; "You and Ions"; "Perfumes and Flavors"; "The Story of Aluminum"; "Modern Chemical Warfare," may be found in the above periodicals.



A Student's Chart of Products from Carbon.

Drill in Religion for Third Grade

Sister M. Germaine, C.S.M.

Matching Test

In the parentheses before column I, place the number which connects it with column II and finish the sentence.

- I
- () Man is composed of ____.
- () The soul is more important than the ____.
- () God made ____.
- () Created means ____.
- () The soul of man is like ____.
- () God made all things before He made ____.
- () The soul is a ____.
- () Man's body was made from the ____.
- () God had no ____.
- () My soul has no ____.

II

1. spirit
2. made
3. end
4. man
5. God
6. slime of the earth
7. man
8. body and soul
9. body
10. beginning

Completion Test

The first letter of each word is given.

- God made the s ____.
- God made the b ____.
- God made the b ____.
- God made m ____.
- God made all t ____.

Fill the blanks:

1. Man was ____ when God made him.
2. The first man was ____.
3. ____ was the first woman.
4. Paradise was the ____ of our first parents.
5. Paradise was a ____.
6. Our first parents were not allowed to eat of the fruit of ____ tree in Paradise.
7. ____ was unnecessary to raise fruits.
8. The ____ tempted the first woman.
9. She listened to the tempter and disobeyed ____.
10. She gave some fruit to ____.

Best-Answer Test

Underline the word that you think makes the best answer:

I. God created: (1) birds; (2) flowers; (3) all things.

II. God created all things out of: (1) nothing; (2) slime of the earth; (3) dust.

III. God made man to: (1) enjoy himself in Paradise; (2) be happy on earth; (3) know Him, love Him, serve Him here, and be happy in Heaven.

IV. God made man: (1) before the angels; (2) after all things were created; (3) after the light.

V. The angels were cast into hell after they committed: (1) one sin; (2) many sins; (3) three sins.

VI. God created the light on the: (1) seventh day; (2) first day; (3) second day.

VII. We are born with: (1) sanctifying grace on our souls; (2) original sin on our souls; (3) actual sin on our souls.

VIII. The sin of our first parents was: (1) disobedience; (2) pride; (3) jealousy.

IX. On the road to Heaven, man is a: (1) soldier; (2) pilgrim; (3) servant.

X. After man sinned, God showed His mercy: (1) by promising a Redeemer; (2) by punishing Adam and Eve; (3) by sending sickness and death.

The Commandments of God

Underline best answer:

I. God gave us: (1) five commandments; (2) six commandments; (3) ten commandments.

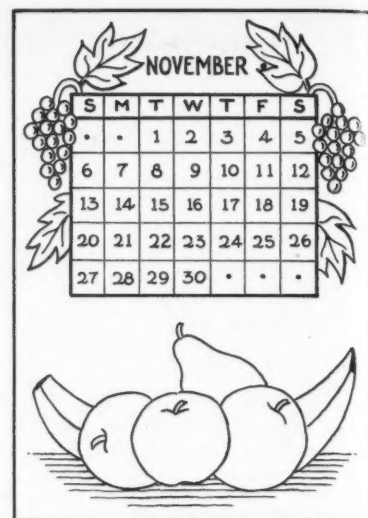
II. I must keep the Commandments because: (1) I am taught to do this; (2) I would have eternal life; (3) I know others observe them.

III. The soul will stay on God's highway if: (1) I observe the Third Commandment; (2) I say little prayers; (3) I observe all the Commandments.

IV. If I love God, I will keep the Sunday holy by: (1) attending Mass and receiving Holy Communion and avoiding unnecessary work; (2) attending the High Mass.

V. I must honor, love, and obey my parents because: (1) I will displease them if I do not; (2) God commands me to do so; (3) my parents are good to me.

VI. To love our parents means: (1) to wish them well, to pray for them, and to please and help them; (2) to help them when I like the work; (3) to speak well of them.



— Sister M. Rita, O.S.B.

VII. We must obey our lawful rulers because: (1) the law punishes the disobedient; (2) we may expect a reward; (3) God has placed them over us.

VIII. Man may not take his life because: (1) God gave it to him; (2) he needs it to work for Heaven; (3) he commits a sin.

IX. I want to be pure to: (1) please my parents; (2) please Jesus who loves pure souls; (3) please my confessor.

X. When I find something I must: (1) give it to the poor; (2) try to find the owner and return it; (3) save it until I need it.

XI. I should speak well of others to: (1) win friends; (2) have others speak well of me; (3) win souls for Heaven by my kindness.

XII. The world would be much happier if: (1) all people would try to keep the Ten Commandments; (2) we had more Commandments; (3) I keep all the Commandments.

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- Schuster, Dr. J., *Illustrated Bible History*, B. Herder Co., St. Louis, Mo., 1922.
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Pilgrims Going to Church.—A Blackboard Border by Sister M. Rita, O.S.B.

The Oral English Club in High School

Sister M. Hiltrude, I.H.M.

Every English teacher recognizes certain facts in the teaching of oral English. First, correct English expression must be learned through self-cultivation, practice, and intelligent self-criticism. The pupil's own attitude will determine his progress in the use of English. If you succeed in making the children like the oral-English day you have made a real farmer's stride toward success. The Oral English Club is the solution to your oral English problems.

Pupils will become enthusiastic and will respond generally if the subject is handled deftly by the teacher. The English teacher knows that oral composition is a stimulant to the student and an excellent auxiliary to all phases of English work; that it has a strong and favorable influence upon written expression, both by stimulating thought and by improving diction and construction; that it also teaches the elements of good manners. Pupils will learn to give and to take criticism, how to use the customary phrases of apology, etc. It holds a great socializing possibility.

Organization

The Oral English Club has three officers, a chairman, a secretary, and a critic. These officers are nominated by the class at the beginning of each meeting and officiate at the meeting of the following week. No one may act twice in any capacity until every student has had an opportunity to preside, to prepare minutes, and to act as English critic. The children occupy places in the front of the room and are wholly responsible for making the meeting of which they are in charge strictly parliamentary in form, interesting in scope, and correct in English expression.

The Oral English Club has no stylish name. Its name suggests its aim. It meets once a week at the English period. It is called to order by the chairman, the minutes are read and approved; the nominations are then in order for the new set of officers. In a speech of his

own composition the chairman announces the day's program and calls on the children in whatever order he may have arranged. The critic must commend first, and then point out faults. These criticisms may be given after each speech, or three or four times during the meeting, or at the close. After the first month the critic makes no oral criticism of such mispronunciations as jist, git, becuz, etc., but the pupil whose pronunciation has been entirely correct receives from the critic a colored slip of paper at the close of his speech which gives him exemption points in the quarterly examination in English.

Subjects for the English Club

The following suggestions may be of some assistance to those teachers who find it difficult to keep an English class supplied with interesting subjects upon which to speak. These constituted the subjects of the English Club in one school during the past quarter:

1. *Impersonation.* One pupil impersonated some great man or woman living at the present time, and another acted as an interviewer for some paper or magazine. The students know just how to conduct these interviews as they read them monthly in *The Queen's Work* and in other magazines.

2. *Same as above*, the two pupils alternating.

3. *Lecture.* Class as before in groups of two, one impersonating and the other introducing. Nurses talked on health; coaches on some phase of athletics; professors on English, mathematics, science, or history; welfare workers on relief work; aviators on aspects of aviation; and travelers, explorers, detectives, and story writers thrilled the class with imaginary adventures.

4. *Same as above*, the speaker of the previous week introducing, and vice versa. The introductions were clever and original; radio announcers have taught the present generation how.

5. *Salesmanship.* Groups of two as above, one acting as salesman, the other as a prospective buyer of anything from matches to baby grands or new model Fords.

6. *Same as above*, pupils alternating assignments.

7. *Debate.* A formal debate or an argumentative forum on any subject of discussion, local or national.

8. *Announcements.* Each student announced some kind of contest, giving rules and definite data, and the class gave a note on the one that would win the best response and the most enthusiasm. The class on this occasion agreed to be any kind of audience the speaker desired—minims, youth, adults, foreigners, etc.

9. *Vocational.* Talk on any profession or avocation, but it had to follow an outline furnished by the teacher and it had to be accompanied by an opinion quoted from someone engaged in that particular line of business. Visits were made to doctors, lawyers, teachers, mechanics, architects, etc., and their comments made interesting quotations at the close of the students' own speeches.

10. *At Home.* This assignment was taken from Tanner's *Correct English*, Book II, page 36, and was most successful.

11. *Illustrated Talks.* The subject was "How to do or to make something." It had to be accompanied by a blackboard illustration or by the actual use of materials in making or doing it.

12. *Radio.* Book Week and Education Week programs were broadcast. The programs were selected from the circulars sent out to all schools for those occasions.

13. *Heckling.* The pupil took the floor and was given a subject to speak on impromptu, such as radio, shoes, freshmen, ice cream, etc. The subjects necessarily had to be simple, and were furnished from slips prepared for the occasion by the officers of the day with advice of the teacher.

14. *Shades of History.* English and history were correlated on one oral English day by having great characters of the period then being studied in history return in answer to the roll call and discuss the contrasts between their time and the present from any viewpoint the student chose.

Value of the Oral English Club

The Oral English Club encourages the student to give more attention to correct speech, helps him to overcome his timidity, provides an audience, increases readiness of vocabulary use, gives greater motivation, necessitates rapid thinking, and makes the student more observant. It leads him to discover his own mistakes more easily and to be keen about correcting and avoiding them. It lessens the work of the English teacher in the correction of written themes. And further, there is the character value in forgetting self and thinking of the other person, and the self-respect that grows out of the ability to stand on one's feet and express one's thoughts clearly, forcefully, and interestingly. If you haven't an Oral English Club, vitalize the remainder of the year's work in English by organizing one.

USING LITERATURE

Literature is the vast storehouse from which the teacher may draw innumerable helps in her work of educating the character of her pupils. An ancient philosopher tells us that a nation without literature perishes, and a nation with literature lives in ideals.—Sister Rose, S.C.P.



A Red Cross Poster by Sister Mary John, S.S.N.D.—This design will start any bright boy or girl thinking to develop an original design for Junior Red Cross Week.

Primary Grades Section

The Healthland Express—a Health Project

Sister M. Alicia, O.S.F.

The following project was worked out successfully in the second grade. The purpose of the project was to impress upon the minds of the children the health habits listed in the "Hygiene Outline for Catholic Schools of Milwaukee Archdiocese—Grade Two." These health habits are listed under four main titles—Food, Cleanliness, Rest, and Exercise.

Each child made a soldier by rolling magazine papers and covering them with colored newsprint. These were cut into proportionate lengths. The head was made one and one half inches long, the arms three and one half inches long, the body two and one half inches long, and the legs four and one half inches long. The hip joint was a cardboard just large enough to cover the ends of the legs when fastened together. It had two small holes punched in the center about one half an inch apart. The shoulder piece was a cardboard two inches longer than the hip joint. This had two holes punched in the center and two holes at each end—all pairs of holes about one half an inch apart. Cardboard circles were used for the hands, feet, and head; each circle having two holes, one half an inch apart. These parts were strung together as one would string a doll. Beginning with the head circle the string is run through the head, one hole of the shoulder piece, the body, one hole of the hip joint, the leg, and the foot circle. The string is then put through the second hole of the foot circle, run up through the same leg, into the second leg, fastening the second foot circle in the same way as the first; then through the second leg through the second hole in the hip joint, through the body, through the second hole of the shoulder piece, through the head and head circle, and tied securely at the top, cutting off the surplus string just close enough to be hid by the cap. The cap was a strip of paper two and one half inches long folded in half and pasted so that it stood up like a tent. String was put through the two hand circles, through the arms, through the end holes of the shoulder piece, and securely tied. To hide these strings and to make our soldiers look very heroic, epaulets were pasted over the strings and folded down over the side and fastened on the arm.

The health army was led by General Strongbody. Captain Food followed with his regiment. Each soldier of this regiment wore a red cap with a shield in front on which was

EDITOR'S NOTE. This is a good device if the child doesn't get lost in the physical activity with cereal boxes and spoons.

printed a health rule concerning food. Captain Cleanliness with his yellow-capped underlings, bearing health rules on cleanliness came next. Captain Rest and Exercise brought up the rear with his green-capped soldiers tagged with health rules regarding rest and exercise.

When the soldiers were completed we discussed how we could show that they came to us from Health Land. The children voted to have the soldiers come by train, which the boys promptly averred they could build. The material used for the train consisted mainly of spoons and boxes. A large-sized oatmeal box was fastened to two large spoons, the smaller one placed in front. A rectangular box was fastened to the back of the round oatmeal box for a cab. One spoon served as a headlight and two spoons and a bell were sewed on top. One side of a square box passed as a "cow-catcher." The engine was completed and received the name of "Exercise."

Then came the coal car named "Fuel Car." This consisted of a bran-flakes box sewed on four wheels. The girls formed crepe-paper fruit and vegetables to fill this car.

"Cleanliness Car" followed. This was constructed of another box sewed on spoons. Inside this car was a doll's bathtub with a tiny doll in it, a small bar of soap, washcloth, and bath towel.

Last but not least was the Fresh-Air Coach. This was shaped from a large box with four windows, one and one half inches square, cut on each side. Half of a corn-flakes box was

shaped like the top of a coach and placed on the other box. We had the Dionne quintuplets, dolls, sitting in this car. This completed the train.

The soldiers were to give a free ride to all those who followed the health rules. Passenger lists were hung on the bulletin board. Anyone following the health rules for one week was privileged to ride on the Healthland Express in the car to which his health rules related. For example, if a child kept the health rule "Eat two vegetables a day," he rode in the Fuel Car. If he slept with his windows open at night, he rode in the Fresh-Air Coach. If he was privileged to ride in two cars because he kept health rules of more than one car, he could choose the car he wished to ride in. The one who kept the most rules was the engineer and rode in Exercise.

The Health Rules

Food:

1. Drink four to six glasses of water each day.
2. Always eat breakfast.
3. Drink one quart of milk every day.
4. Eat two pieces of fruit a day.
5. Eat one egg a day.
6. Eat two vegetables besides potatoes each day.

Cleanliness:

1. Brush teeth correctly.
2. Keep finger nails clean and neatly trimmed.
3. Use soap and warm water to clean hands.
4. Carry a clean handkerchief.
5. Use a handkerchief to cover a cough or sneeze.
6. Avoid biting of another's food.

Rest and Exercise:

1. Sleep with open windows.
2. Sleep twelve hours a night.
3. Lie straight in bed. You rest better.
4. Play outdoors two hours or more each day.
5. Play in the sunshine.
6. Stand and sit as tall as possible.

Devices for Primary Teachers

Sister M. Rosalee, O.S.B.

A New Pet

This seatwork teaches kindness to animals

A big brown dog with a yellow collar around his neck came to Mary Jean's house. The little girl nine years old was alone with her brother Billy.

Mary Jean said, "Billy, come and see the big dog. Should I call him?"

"Yes, do," was Billy's reply.

"Let's not play with the dog until we know that he will not bite us. It is dangerous to play with a strange dog. We will give him something to eat, for he must be hungry."

Mary Jean got a dish with some food. Draw the dish.

"What name shall we give our new pet?"

"Let's call him Jack."

Mary Jean, Billy, and Jack soon became good friends. Wherever Mary Jean and Billy went, Jack went to.

Billy said, "Mother said that if we are kind to animals they will repay us."

In four sentences tell what the dog did for Mary Jean and Billy. Color the pictures.

A Good Breakfast

Mother went downtown. When Jane got up, she said, "I will surprise Mother and make



The Healthland Express.



The Dog Was Hungry.

her happy. I shall make a good breakfast."

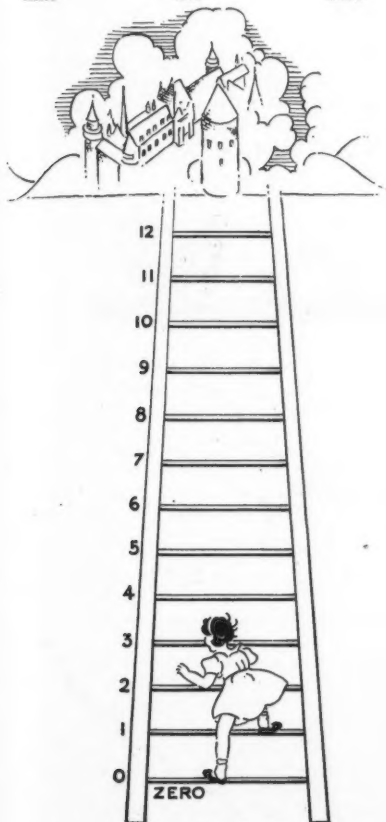
Imagine that you are Jane, and draw on the table the things she served. Set the table for Mother and Jane. Draw Mother coming in through the door.

Visiting the Castle

Marie wants to visit the castle. Mother said, "If you can write the correct numbers on the steps you may visit the castle."

Can you help Marie write them? Here are the words:

ten	twelve	five
eight	seven	three
eleven	one	four
nine	six	zero



Climb to the Castle.

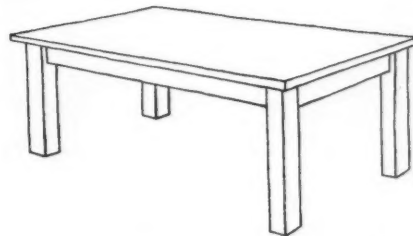
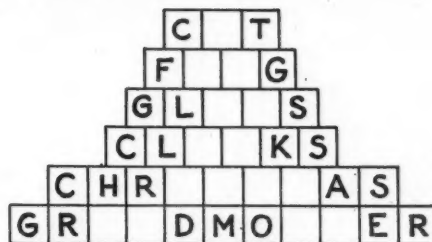


The Dog Was Very Gentle.



Playing Blocks

1. In one of the lines of blocks write the name of something that is red, white, and blue.
2. Write the name of something that says "Meow, meow."
3. Write the name of something we drink water from at table.
4. Write the name of a person with gray hair who likes to tell stories to little boys and girls.
5. Write the name of something that says "Tick, tick, tick."
6. Write the name of a day that all boys and girls like.



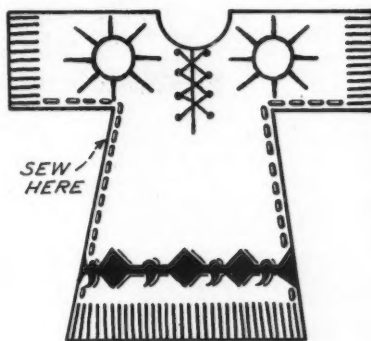
Jane Set the Table for Mother.

Indian Costumes for Thanksgiving

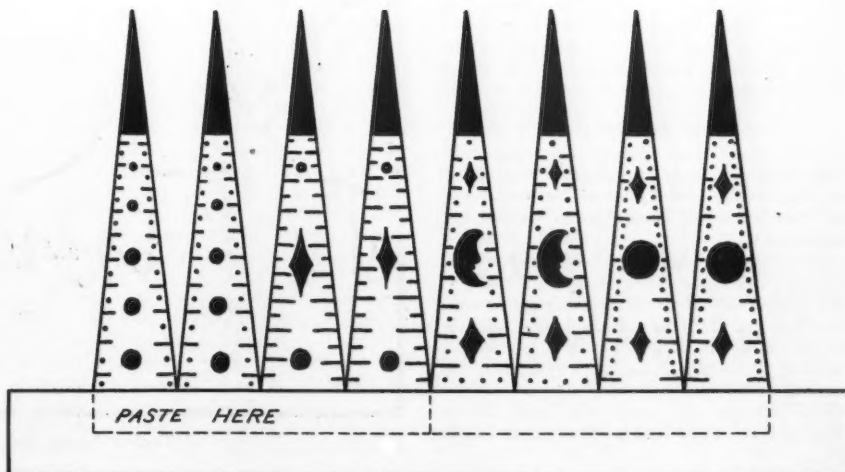
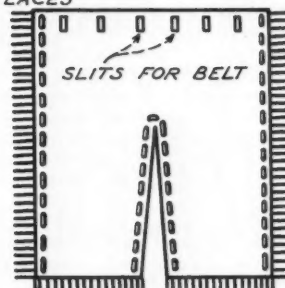
Sister Mary Mildred, O.S.M.

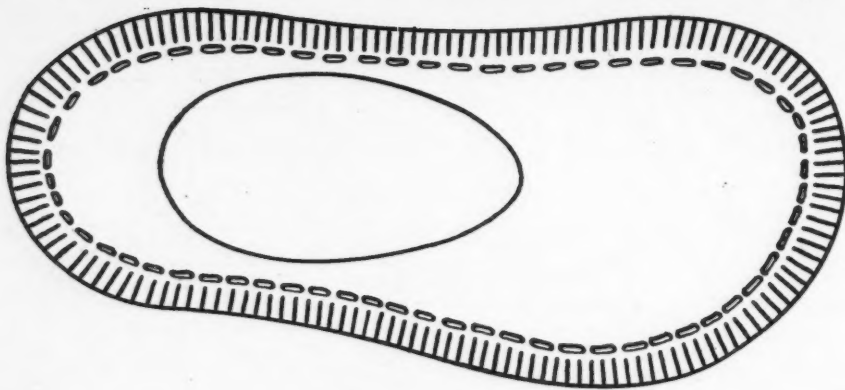
Headbands

Strips of bristol board of red, yellow, black, or white, one inch wide and of sufficient length to fit the heads were chosen for the base.



BELT MADE OF BRAIDED CREPE PAPER OR SHOE LACES





five inches represents the length of a feather.

To cut the feathers, fold a 5-by-4 piece of paper the long way, twice, making a fourfold sheet 5 by 1. Then cut diagonally and cut on the creases; this produces light feathers, each five inches long and one inch wide at the bottom.

Each child was free to choose his own color scheme and design to decorate the feathers. Our most popular "feathers" are illustrated. Black, red, green, and orange were generally used.

Clothing

Long tunics were made for the girls and short tunics and trousers for braves. For the clothing, we used strong manila paper, old sheets, new broadcloth, unbleached muslin, or cambric. When cloth was used it became necessary to mount it, either upon cardboard or upon the bulletin board until the design work was accomplished. The outline of the costume was sketched before attaching material to the board. A small sketch of the design to be used was first worked out on squared paper.

The design was worked out upon the cloth with wax crayons. After the fringe was drawn, it was cut. Where the foundation was of paper, cut-paper decorations were pasted on, instead of being drawn with crayons. The neck lacing was made of colored shoelaces, as was, in some cases, the belt.

These costumes are easily made. Our kindergarten made costumes based upon the foregoing description and wore them for an Indian program given at a meeting of the Home and School Association one November. Forty children took part. Each cut out his own costume, which was displayed in an Indian exhibit the week preceding the program.

A necklace composed of colored kindergarten wooden beads strung upon a shoelace completed the costume.

Moccasins

If moccasins are desired, let each child bring from home two cardboard shapes cut from the outline of the *soles* of the shoes he is now wearing. (His name should be written upon each.)

For the upper part of the moccasin, cut a piece of oilcloth or other heavy material the same shape but two inches larger all around than the sole. The hole for the foot should be outlined and cut out. Then by means of a staple or eyelet punch, the upper part may be attached to the sole.

The children can punch the holes themselves but if this is left to them, it is better

to have the pattern on the reverse side of the oilcloth. This may be put on in duplicate by means of the hectograph. Then the two pieces may be laced and tied at the toe. The fringe can be made after the lacing has been finished. Either side of the oilcloth may be used for the outer part of the moccasin.

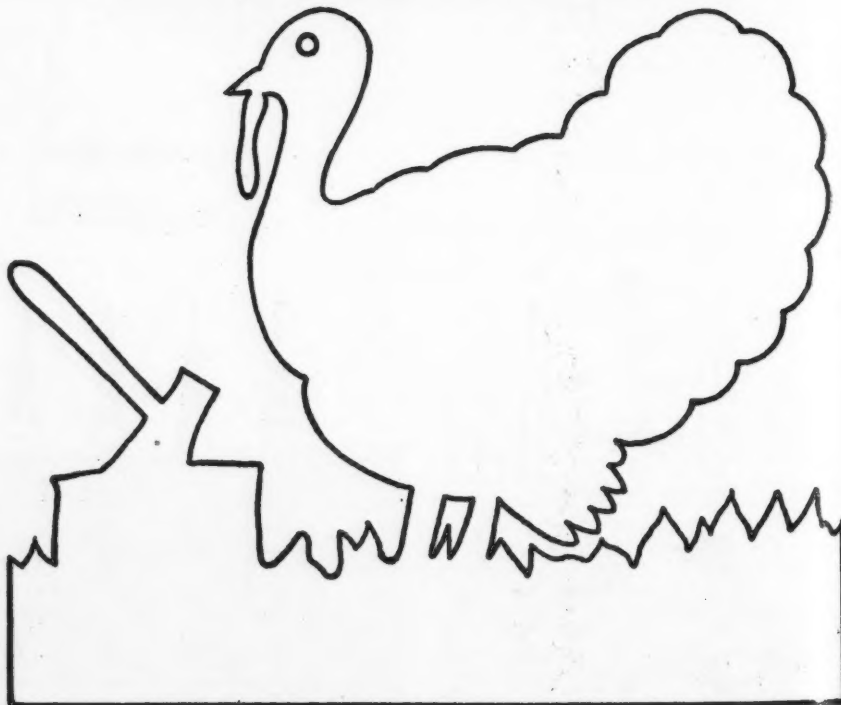
A Guessing Game

Sister Mary Eucharista, O.P.

Having been impressed by Miss F. Johansen's book, *Projects in Action English*, I de-

cided to adapt her ideas to the needs of my seventh-grade English class, which is composed entirely of Filipinos. A drill lesson on the prepositional phrase seemed to offer a favorable opportunity for testing the plan. I asked the class, "How many of you like to play guessing games?" An enthusiastic waving of hands showed that all enjoyed this form of entertainment. Then I said, "Who would like to come to the front of the room now and perform some action for the class to guess?" One of the boys stepped out and gave a clever imitation of a person riding on horseback. Immediately there was another waving of hands. Instead of calling for answers I asked each one to write what he thought the action expressed in a good sentence containing a prepositional phrase. Each child then read his sentence and named the prepositional phrase. I was pleased to find that with a single exception each child had succeeded in giving the required form in a good sentence containing no mistakes in English. This will appear the more remarkable when one remembers that to these children English is a strange tongue, and original composition offers a complexity of difficulties. As we repeated the game it was interesting to see how each pupil tried to improve on the sentences that had gone before.

Teachers of classes containing a large percentage of foreign-born children will find that this plan not only provides opportunity for drill on the point being taught, but also offers a splendid chance for practice in original composition of English sentences in an atmosphere most pleasing to the children.



A Turkey Design for Border or Window Cutout.

Designed by Sister M. Rita, O.S.B.

The Fourth National Catechetical Congress

Aloysius Croft

During the days of October 1, 2, 3, and 4, the city of Hartford, Conn., was host to one of the most seriously enthusiastic groups within the Church—the Confraternity of Christian Doctrine. Meeting in its Fourth National Catechetical Congress, with a registration of 5,003, the Confraternity considered the teaching of religion in its every phase—in the Catholic school, in classes of public-school children, in the home and the street, and among special groups. Most Rev. John G. Murray, Archbishop of St. Paul, struck the keynote of the Congress, in his sermon at the pontifical Mass on Sunday, October 2. His Excellency's theme was that the words of our Lord, "So let your light shine before men, that . . . they may glorify your Father who is in heaven," are the statement of a principle which must be carried into the life of every Christian.

The program of Saturday was largely given to the teacher's Institute. Demonstrations of discussion-club procedure, and of preschool, elementary-school, and high-school (rural and urban) classes were presented. The theme stressed in most of the sessions was that devotion alone is not enough; this must be supplemented by thorough knowledge and planning. In his summary of the day's events, Rev. John J. Barrett, director for the diocese of Portland, Me., declared that there is a definite need for a "definite plan and objective in all religious teaching."

The program of Sunday emphasized the need for an articulate laity. At the general evening session, the theme was religion in the home. Dr. Crowley, of Fordham University, pointed out the place of the home as one of the three necessary societies, and indicated that the encroachments of the state in the field of education offers the greatest challenge to parents. A panel discussion, presented by three members of a parent-educator group, which followed brought out the important work done by the home in the matter of teaching obedience to law, divine and human.

Monday morning was given over to the consideration of the agencies of Catholic Action—the N.C.W.C., the N.C.C.W., the N.C.C.M., and the Youth Bureau. At the same time a session was held for teaching Sisters, to acquaint them with the aids for teaching offered by the various publications and associations.

On Monday afternoon the workings of the parish confraternity were discussed. Most Rev. R. A. Kearney, Auxiliary Bishop of Brooklyn, pointed to the Confraternity as the instrument of the bishop in carrying on his office as teacher. Other phases of the organization, in both urban and rural areas, were taken up. The seminary session was devoted to methods of preparing future priests for their teaching of non-Catholics, and of Catholic students in secular colleges. Preparation for Catholic evidence work, too, was treated.

The Newman Club, organized to care for problems arising from the presence of Catholics at secular universities, was discussed in four papers.

Speaking before about 500 delegates, at the dinner for clergy and laity on Monday evening, Mr. John Moody, distinguished convert, pointed to "muddled-mindedness" as the characteristic of our time, and called upon the

Catholic laity to throw off their indifference and evidence their faith.

On Tuesday morning two sessions were held on the preparation for rural instruction classes. "More and better teaching," and the ability "to sell" religion were set up as the aim of these sessions.

In the discussion of Religious Instruction in Public Institutions, Rev. Alphonse M. Schwitalla, S.J., emphasized the need for more energetic measures in bringing religion into the curriculum of schools of nursing. Pointing to the very high percentage of non-Catholic students in Catholic nursing schools, the speaker showed the splendid opportunity we have for imparting at least a Catholic attitude to these future nurses.

The final sessions of the afternoon attacked the problem of presenting the Faith to non-Catholics in both urban and rural centers. Street preaching, Catholic literature, the Narberth Movement, and the radio were the media discussed. Two surprising points were made: (1) That the greatest success is met with in centers that are actively antagonistic to the Faith; (2) that the immediate aim is not conversion but mitigation of bigotry.

Papers on particular problems of Scripture were presented at the meetings of the Biblical sessions. Work on the projected revision is progressing and is largely along the line of modernization of language and arrangement. It may be hoped that one effect will be to render the Scripture more understandable to laymen.

The attendance at the lectures of Rev. Felix M. Kirsch, O.M.Cap., on teaching chastity as a positive virtue would indicate that the problem is one with which teachers are having difficulty.

It will be interesting to see at the next National Convention the steps that will have been taken in such matters as street preaching, Catholic-evidence work, and others working toward the breaking down of bigotry and



The Work of the Confraternity of Christian Doctrine.

—Brooklyn Tablet

misunderstanding. If enthusiasm is an index, much will be done.

St. Joseph's Cathedral School, besides being the setting for many of the Congress meetings, was the location also of a large number of commercial exhibits. Textbooks, biographies, histories, and all the newest and finest aids to teachers of religion were on display.

Rev. John E. Kuhn of Cincinnati was appointed the new National Director of the Confraternity. Father Kuhn, has been associated for a long period with the Catholic Students' Mission Crusade.

Catholic Rural Life Conference Meets

Frank Bruce

In its sixteenth annual convention at Vincennes, the National Catholic Rural Life Conference continued its program of bringing the message of the Church to the countryside by defining as a feature of its work the problems of administration, curriculum, teaching methods, and vocational guidance in Catholic rural education. While the need of special teacher-preparation, curriculum specialization, bus transportation, etc., was stressed, possibly the strongest statement made was the emphasis on the opportunity and the need of a one-course rural high school simple in organization and Catholic in subject content, but willing to prepare all children for complete rural living. While this statement was made by Rev. Roger Connole, the new diocesan superintendent of schools at St. Paul, it struck a keynote which may prove of great significance in the years to come.

It will be recalled that a small group of high-minded rural sociologists, diocesan superintendents of schools, and missionaries had been struggling for years with the problem of

the Church in the rural areas. The isolated Catholic on the farm has been discussed for years, and the Church has set herself to a program of social, economic, and educational service. While its greatest glory, the Confraternity of Christian Doctrine, is now carrying forward its program separate and distinct from the National Catholic Rural Life Conference, the Rural Life group has set itself to the heroic task of formulating a Rural Life Manifesto which will, without question, and in due time affect the thinking of the Church throughout the world concerning the problem of religion on the farm and the problem of the service of the Church to the countryside.

A very deep interest of a very self-sacrificing group of diocesan superintendents of schools continues to take in the subject of Rural Education, directs the attention of the Catholic group to the problem of two million Catholic children not in the parochial school at present. Coming, of course, from such rural dioceses as Omaha, Louisville, St. Paul, DuBuque, Fathers Ostdiek, Pitt, Connole, and

Monsignor Wolfe enunciate the philosophy of the Church in attempting to understand the problem of all her children.

As the group continues to define its problem of education for the country child, we may expect a very interesting voice in the solution of the most troublesome problem of Catholic education which continues to confront us.

The program at Vincennes covered the major problem of rural economics, rural sociology, homemaking, education, etc. Rev. Leonard Wernsing, diocesan superintendent of schools at Indianapolis, in opening the education program, called attention to the division of the school organization into city, suburban, and rural parochial schools. While the statistics for the United States have not been compiled, possibly one third of the Catholic parochial schools are now located in smaller towns and villages, giving a distinct rural education. They are, however, influenced entirely too much by a city philosophy and a city background.

The conference at Vincennes emphasized very specifically the preparation of teachers for the rural school and the problem of a distinct development of the curriculum, so that children might continue to live on the farm and assume a definite leadership in rural communities.

Very fortunately for the convention, it met in Vincennes, under the strong influence of the Benedictines of St. Meinrad's. On Sunday evening the Benedictines chanted Compline and during the convention continued to emphasize the ideal of the community in a variety of conventual services. While the Catholic group had learned the "Orare et Laborare" from the Benedictines, it was most interesting to see this great ideal injected into a country where the early service of the Church and the early service of the Benedictines had been entirely forgotten.

Very Rev. Francis J. Macelwane of Toledo, Ohio, in discussing the problem of teacher training for rural schools, emphasized in a most interesting manner the aims and purposes of Catholic Rural Education. "We want no European-borrowed education in America,"

and must, therefore, prepare our teachers to do a complete job of education working from the farm point of view and giving rural children the same rich opportunity in music, art, literature, etc.

Rev. Joseph H. Ostdiek, diocesan superintendent of schools of Omaha, repeated his summary of the present status of Catholic Rural Education, calling attention, of course, to the present free textbook law in Louisiana and indicating the number of states which are now providing free bus transportation.

Rev. Felix N. Pitt of Louisville reaffirmed the great need that Catholic schools participate in the regular public-health services of the state, accept the library services, bus transportation, and then co-operate in safety programs with the public-school authorities, so that our Catholic people may be given the service which, as taxpayers, they are entitled to receive.

The Convention once again emphasized the responsibility and the service of the Church in bringing the message of the Maker to the rural areas and in the development of a formal program of the teaching of religion to children attending public schools.

Splendid programs were presented, emphasizing the need of teacher preparation, the definition of the problem in the rural districts, and of religion in a variety of difficult situations. Father Wernsing of Indianapolis stressed the need of bringing to the countryside the understanding of the mind of the Church in the Mystical Body of Christ, so that all children might be brought into the fold and the fold might become one in a great unity of service.

A valuable paper was read by Mr. John P. Treacy of Milwaukee on Vocational Guidance. While it is evident that to this point guidance is still very much in its elementary definition period, nevertheless, the National Catholic Rural Life Conference has defined the problem, looking forward to a solution in the years that are ahead.

The next convention of the National Catholic Rural Life Conference will be held at Spokane, Washington.

Catholic-College Enrollment

In the United States there are according to recent figures 23 Catholic universities, 56 Catholic colleges for men and 105 for women. In August, 1938, the department of education of the N.C.W.C. predicted an approximate enrollment in these schools for the present year of 140,000 students, including the 35,000 students in the 1938 summer sessions. This prediction was based upon the department's biennial survey and a study of present trends.

Accurate information regarding actual enrollment for the fall term is in general not yet available. The following summaries of recent announcements of 1938 registration indicate small increases in some cases and no significant reductions.

St. John's University, Brooklyn, N. Y., reports a present total of 8,146, including about 1,600 enrolled in the 1938 summer session, and including 1,458 freshmen. This total figure of 8,146 includes also the students of the two high schools of the university which last year enrolled 938 students and which this year announce a record increase in first-term new students.

Last year's peak enrollment figures for St. John's were: for the college of arts and sciences, commerce, law, pharmacy, education, and graduate school, 7,242; summer sessions, 1,640; high schools, 938; total, 9,820. Excluding the high schools, there were, therefore, 8,882. This year's

enrollment, it is expected, will equal or exceed that of last year.

De Paul University, Chicago, Ill., reports an enrollment of about 6,000 at the end of September, 1938. This includes the colleges of arts and sciences, music, drama, law, commerce, and secretarial studies.

These departments of De Paul, last year reported 5,536 students, including the enrollment for late afternoon and evening classes and extension work. To this was added 581 in the school of nursing and 2,355 in the summer session making a total of 8,472 college students. In addition, there were 543 students in the university's high schools.

Marquette University, Milwaukee, Wis., reports an incomplete enrollment of 3,598, including about 800 freshmen, with the expectation that the final enrollment figure will be more than 4,000.

Last year Marquette enrolled 4,000 students in the colleges of liberal arts, graduate school, business administration, engineering, journalism, dentistry, medicine, law, speech, and nursing. The summer session of 1937 brought this total to 4,793. This did not include the Marquette University High School, a separate organization with an enrollment of 500.

The University of Notre Dame, Notre Dame, Ind., reports for this term an enrollment of

3,114 students, including 770 freshmen.

Last year Notre Dame reported a total enrollment of 3,080 students in the colleges of arts and letters, science, engineering, law, commerce, and the graduate schools. Notre Dame confines its activities to these university departments. It does not conduct a secondary school.

Creighton University, Omaha, Nebr., reports for the fall term 1,671 students including 457 freshmen in the following schools: arts and science, journalism, commerce, university college, law, pharmacy, dentistry, medicine, nursing, part-time, teachers college, night school, and graduate school. No doubt later registration, especially in the evening classes will somewhat increase the present total. These figures do not include the high-school department of the university with 388 students, nor do they include the 1938 summer session.

The college departments of Creighton listed above reported for last year an enrollment of 1,970. In addition there were 384 students in the 1937 summer session bringing the total university enrollment up to 2,354. And there was a high-school enrollment of 312 not included in the college figures.

Holy Cross College, Worcester, Mass., reports a present enrollment of 1,230 including 352 freshmen. This college admits men only.

This enrollment at Holy Cross at the beginning of the term indicates that there will be a final enrollment exceeding the figure of last year, which was 1,245.

Providence College, Providence, R. I., one of the younger Catholic colleges, has just admitted 263 freshmen, which brings its total to 815 men in regular college classes. To this must be added approximately 250 extension students raising the total to 1,065. The senior class of 150 students is the largest in the history of the school.

Xavier University, Cincinnati, Ohio, has 400 full-time students. With the completion of registration for the evening classes, this school expects a total of more than 1,400 students.

Canisius College, Buffalo, N. Y., has begun its sixty-ninth year with more than 700 students, including a record enrollment of about 250 for freshmen.

At St. Thomas College, St. Paul, Minn., the present enrollment of more than 700 is the largest on record.

The College of Mt. St. Vincent, New York City, a well-known school for women, reports 560 students, including 125 freshmen and 84 part-time students.

Incarinate Word College, San Antonio, Tex., has 520 students with 157 freshmen.

Marywood College, Scranton, Pa., has 463 students, with 125 freshmen.

The College of St. Teresa, Winona, Minn., has 364 full-time students. Later registration in the extension courses will bring the total to approximately that of last year; namely, 702.

St. Louis University, St. Louis, Mo., reports a present total enrollment for the fall term of 4,778 students, an increase of about 33 students over last year. This includes the school of divinity (206 Jesuits), philosophy (59 Jesuits and Resurrectionists), graduate school, medicine, nursing, dentistry, law, commerce and finance, education and social sciences, arts and science, and five corporate colleges (schools for women whose graduates receive degrees or certificates from the university). This total of 4,778 students does not include the 1938 summer-school enrollment, for which we do not have figures.

The total enrollment for the fall term of 1937 at St. Louis University was 4,745. The summer session of 1937 enrolled 1,792. This would bring the total enrollment for last year to approximately 6,537.

Boston College reports a fall enrollment of 1,392 students, 381 of whom are freshmen.

Fordham University, New York City, reports an enrollment of approximately 1,500 undergraduates in the school of arts and science, 415 of whom are freshmen. There are more than 800 registered in the graduate school. Figures for the professional schools of Fordham are not yet available.

The College of New Rochelle (New York) has 727 students, 207 of whom are freshmen.

The Fabric of the School

A Clean Blackboard Insures Your Investment

John Blackford

A good slogan for every school would be *Let's Clean Up Our Blackboards*. Clean blackboards will reflect better classroom work by all of the pupils—increased visibility; easier reading of the problems and demonstrations will make grasping more ready. Then, too, there is a greater reason than just fast absorption of the daily lessons; namely, the conservation of pupils' eyesight by reducing eyestrain to the minimum. Many years ago the arc light was introduced in almost every community. It has almost passed now but it still will be remembered as a high-hung white globe containing a light produced by the burning of two sticks of carbon as electricity passed through them. The glare from it was intense and the white sputtering light more than adequate. The daily change of the carbon sticks was a delight to the children who followed the maintenance man about collecting the carbon stumps and highly prizing them. This was one of the early contributing causes to the impairment of vision of children.

Later came the flickering silent movie usually shown in an empty storeroom. On the way home from school the "thriller" could be viewed from a very hard seat for the price of five cents. This was one of the lesser of the contributing causes for the reason that the picture program of the earlier day was of short duration.

Today we have the *talkie* in our cinema palaces; the price is higher, the hard seats are replaced with seats too easy, but more nearly conforming to modern ideas of right posture for children. The incessant "flicker" is replaced with incessant talk, singing, and dancing. The only detriment to the modern movie house, provided the pictures are approved is that competition in movieland has given us the "two-reel" and the "three-reel" entertainment. After a day in school this for the children becomes a contributing factor to eyestrain resulting in the inevitable spectacles. The present-day program is too long for comfort.

The first two factors to increased eyestrain have passed; we shall not deal in this article with the present one still obtaining and contributing to the problem of conservation of the eyesight of the school child. It is, however, important that a fourth contributing factor be given consideration. This is especially because this fourth factor can be eliminated.

Blackboards in Parochial Schools

Natural stone slate and manufactured blackboards with wood pulp, plaster, or asbestos-board backings are chiefly found in the parochial schools. All are acceptable as blackboards when new. If properly installed and broken in and then systematically cared for and cleaned they will have a long life of schoolroom usefulness.

We must presume that you have secured for your school one of the generally approved blackboards and that it has been installed correctly, also that it is being used intelligently.

Intelligent Use

Intelligent use of blackboards covers a wide range of "Do and Do Nots."

"Do"—Breaking in Blackboards

A new blackboard must be broken in no matter how produced for the reason that the writing surface is usually made rougher than it will remain in actual use. The granular surface will fill in to some extent with crayon dust.

There are many kinds of crayon and, of course, the manufacturers and producers when fabricating the blackboards in their plants do not know what crayon will be used.

Regardless of the kind of blackboard you now have, what is known as 95-per-cent dustless crayon is the best. It is made of heavy whiting and the particles of dust will not float in the air. It is pure whiting with glue or binder added and the least dusty of the dustless crayons. Being free from clay, kaolin, and grit, less of it adheres to the blackboards and they will retain their color longer and better when a first-class grade of crayon is used.

Breaking In a Blackboard

It is not hard to break in a blackboard, either a new one or one that has been renovated. Most manufacturers issue instructions covering the methods for their board. Only one company making manufactured blackboards undertakes the breaking-in at the plant although it might properly be done as the last operation in the process of manufacture by the producers before shipping. The fact that blackboards would not be entirely black but have a slight grayish tinge due to the crayon used in the breaking-in has been a deterrent.

Blackboard is a misnomer. Slate is slate color, a dark gray and takes black stain as a general thing rather unevenly. It is never stained a dead black. Manufactured blackboards can and mostly all are made a "Dead Black" a "Live Green" or a "Rich Brown." But they do not remain so; the crayon that adheres gives them a slightly gray overcoat and this is in no way objectionable. It removes any glare that might be present because of inadequate lighting or lack of proper shades to control lighting. The grayish overcoat really makes for a better contrast between the crayon and the board. Visibility is increased rather than lessened.

In the actual breaking-in of your blackboards either the flat side of a white 95-per-cent dustless crayon or a small quantity of pure English whiting purchasable at any drug shop, may be used. If the stick of crayon is most available use the flat side and completely but lightly cover one space of blackboard at a time with the crayon. Do not bear down heavily; boards vary in roughness and just enough crayon produces the best result. If the whiting is used a small amount may be placed in a box or tray and an old soft-felt blackboard eraser dipped lightly in it and the board whitened one space at a time. Then

with a clean soft-felt blackboard eraser clean the blackboard space of all chalk dust. Remove the dust with downward, never rotary strokes, to the chalk tray. Use a chamois skin. Nothing grips and removes chalk dust like a chamois skin. Use a soft wool cloth if chamois skins are not available, to remove the remainder of adhering crayon dust employing again the downward strokes.

If when the space is thoroughly cleaned in this manner, the chalk marks do not erase easily repeat the process one space at a time. Continue breaking-in as described above until all the boards have been treated.

Never leave chalk dust on the boards over night. Changes in temperature may cause condensation on the boards and soften the particles of glue in the chalk dust; this will cause the dust to adhere to the boards and they will erase with great difficulty.

"Do and Do Not"

We have given the most important thing to be done under the heading of Intelligent Use. "The Breaking-In" is the right start. Now the "Do Nots" necessary to preserve your blackboards whether new or renovated or just cleaned:

Do Not: Place permanent material on blackboards. Use bulletin boards of cork, burlap, or wallboard—but set up some sort of bulletin board for permanent material so that chalk may not remain on the boards and in time become fixed.

Do Not: Place elaborate borders, designs, or decorations on blackboards; left for a time they become fixed and can never be thoroughly erased.

Do Not: Use colored crayons on blackboards. It is exceedingly hard to erase and eventually smudges the boards with a variegated mixture of color fixed into the writing surface and making reading most difficult. If water comes in contact, colored crayon will indelibly stain the surface.

Do Not: Paste any materials on the blackboard. Injury to the surface when the material is removed is bound to occur.

Do Not: In the mathematics room, do not make figures too heavy; try for evenness of pressure and impress upon pupils that they too try this.

Do Not: In music room, fill in your notes with the hard rough edge of the stick of crayon bearing down to make them whiter. Erasing will be too difficult.

Do Not: In penmanship, make shading too vigorously or dot *i's* too strenuously. Uneven writing on blackboard surfaces makes them hard to erase.

Do Not: Use water on your blackboards once you have them renovated, clean, and ready for intelligent use.

A properly broken-in blackboard intelligently used will last the life of your school building. Proper renovation from time to time will make it even more a useful, always usable, and an efficient part of your equipment. Keep your blackboards in first-class condition

always; you will raise the rating of your school by doing so and make them sanitary and without menace to teachers and pupils.

Cleaning Manufactured Blackboards

The acceptable manufactured blackboards are of three types—wood pulp, gypsum or plaster, and asbestos types. Curiously the classification is made with reference to the base or backing upon which the writing surface is built up. Manufacturers have their own technique for each kind of blackboard in producing the writing surface; naturally the nature of the base to which the surface is applied would vary somewhat the materials used in production.

The writing surface from the standpoint of efficient care is practically the same. *Dry Cleaning* is the best. When blackboards are properly broken in they should erase easily, and if cleaned with clean all-wool-felt blackboard erasers daily (twice daily if necessary) supplemented with the use of chamois skins or soft woolen cloths your boards will always be in a usable and presentable condition.

It is well to remember that a gray, black, green, or brown "blackboard" cannot be expected to keep its original color when white, yellow, or colored crayons are used and the dust from them rubbed into the surface of the board.

Generally the manufactured blackboard can be washed. While washing is inadvisable, if the board is washed, it is best to wash a very small panel at a time using a soft scrubbing brush if necessary and only lukewarm water. Nothing in the way of chemicals, lye, or caustic should be added to the water as it will injure the surface. Make *sure* that each panel washed is thoroughly dry. After the board has been washed and thoroughly dry it should be allowed to stand unused for a day or two if

possible. Never use oil, ink, paint, or "blackboard renewers" to make the boards black. They cover up the chalk dust and the grease and grime and serve no purpose except to make your blackboard unusable.

If your boards are in bad shape refinish them using only the resurfacing materials recommended by the manufacturer who produced the blackboards. It is best to buy your blackboard materials of your regular source of school supplies. Be sure that you get the material recommended, and then follow the instructions explicitly.

Cleaning Stone Slate Blackboards

Stone or natural slate blackboards are easily cared for, but neglected even for a short time and improperly cleaned become a menace to the teachers and pupils. The producers recommend washing with lukewarm water to which has been added a small amount of ammonia, and after washing drying with a *squeegee*. A small space is to be washed and dried at a time.

To the writer this does not seem entirely good advice for in time accumulations on the slate will make regrinding or polishing and restaining necessary. This is an expensive operation and for that reason it is often long deferred and, as a consequence, slate boards become much whitened and rough and crayon marks are difficult to read.

The best crayon 95-per-cent dustless has an affinity for slate if the boards are wetted when there is any crayon dust on them. This accumulates as the years pass by and eventually the boards become a menace to the teacher and the pupil.

Dry cleaning is best for slate as for other blackboards and the daily cleaning with a soft wool-felt eraser, using downward strokes toward the chalk tray will remove the largest

part of the surface dust. Supplement the erasing by the use of chamois skins or soft woolen cloths; thus the hidden particles of glue and crayon will be removed and a fine surface will be maintained.

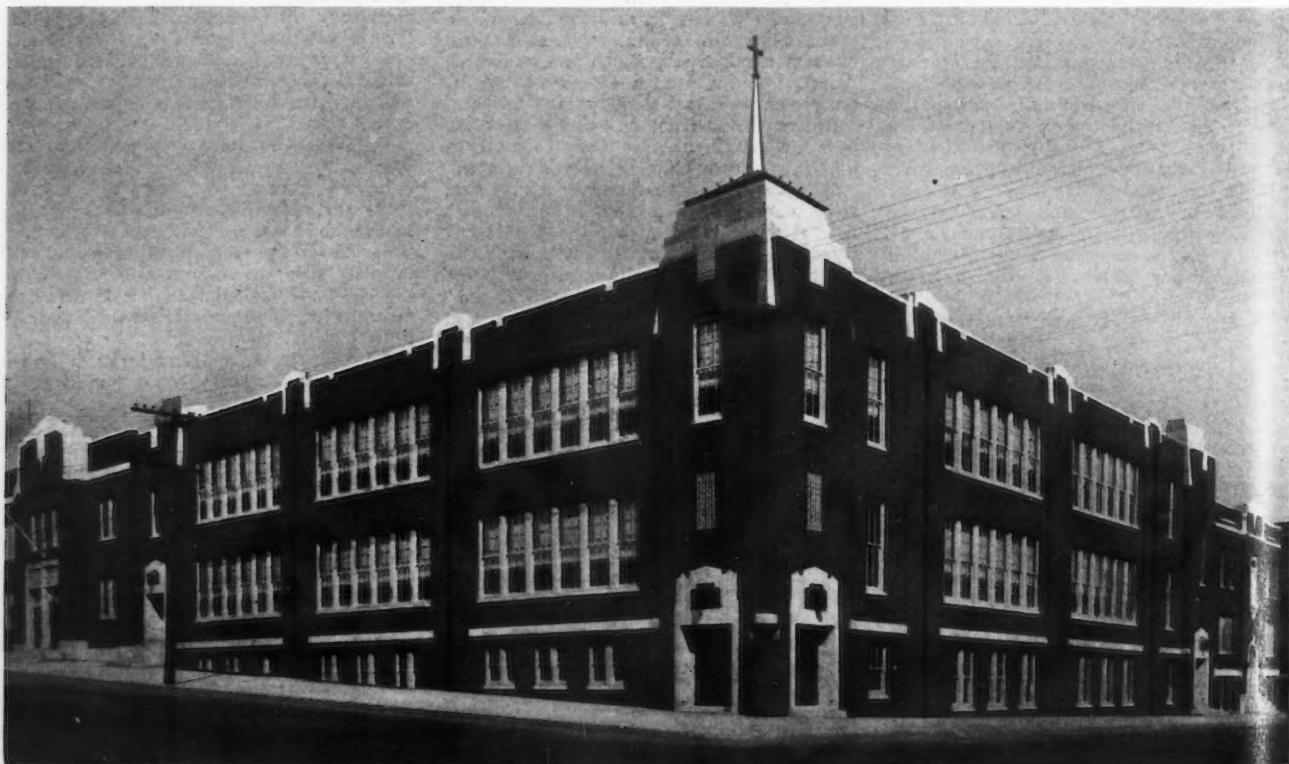
Washing slate once a week with a sponge and allowing it to dry seems to be almost a fetish with most custodians. No manner of treatment could be more harmful to slate. If slate *must* be washed use a soft scrubbing brush and clean lukewarm water changing frequently. Wash one space at a time and *dry thoroughly* with cloth. *Do not use a squeegee*. Do not depend upon a squeegee; it removes the surface water and leaves the balance of the dampness to depart by evaporation. There is always chalk dust with the particles of binder or glue remaining in the surface of slate and unless all water is removed using dry cloths, blotter like, the dust will become firmly fixed to the board, accumulate with each washing, and in time the usefulness of your slate has been destroyed.

Slate is a good blackboard but it must receive careful and systematic cleaning to keep it in the best of condition.

Conclusion

Clean blackboards will reduce to a minimum one contributing factor to impaired eyesight for with clean blackboards there is little eye-strain. Many societies for the prevention of blindness have been formed and these are now also devoting much time and research for the conservation of sight. There are national, state, and, in many cities, local societies taking a keen interest in the problem of conserving eyesight. Everyone remembers vividly how public opinion was aroused with reference to the sale of fireworks that annually took toll of the children's eyesight.

(Concluded on page 14A)



The Sacred Heart Parochial School at Highlandtown, Maryland.

IN THESE MODERN DAYS=



old-fashioned methods of floor maintenance are fast becoming a thing of the past. Mopping is messy and ineffectual—it lacks the pressure needed to remove dirt. Occasional hand scrubbing means uneven results. Oil is insanitary and drab looking. These methods allow floors to become worn and dingy. Moreover, they take far too much time — time for which you must pay.

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New Books of Value to Teachers

FOR CHILDREN'S BOOK WEEK

Accent on Youth is the theme of Children's Book Week, 1938, November 13-19. *Accent on Youth* is also the title of an interesting booklet which will help you arrange a Book Week program. You can get a copy from Book Week Headquarters, 62 West 45th Street, New York City.

Read again Miss Kiely's article on "The Elementary-School Library" in the September issue of *THE CATHOLIC SCHOOL JOURNAL* and write to the Pro Parvulis Book Club, Suite 1219, Empire State Building, New York City, for a list of their library helps. The latter organization is a Catholic book-of-the-month club for children.

The juvenile section of the *Autumn List of 100 Recommended Books*, just issued by the Cardinal Hayes Literature Committee, 23 East 51st Street, New York City, will help with new books. The regular section will be a valuable guide for high-school and college teachers for their own reading and for selections to be recommended to their students.

The Analysis of Objects

By Dom Augustine J. Osgniach, O.S.B., Ph.D. Cloth, \$2.65. Joseph F. Wagner, Inc., New York.

The title, *The Analysis of Objects*, and the subtitle, *The Principal Categories*, indicate the topic of this book. The author treats of the categories in general, shows their derivation and nature, and gives an analysis of their constitutive elements. He then discusses the four principal categories—substance, quantity, relation, and quality. He defends their existence as realities in nature and their position as supreme classes in the logical and ontological scheme of things. The book thus becomes an elucidation and justification of the Aristotelian-scholastic teaching on these fundamental problems of metaphysics.

The author manifests a penetrating, critical mind which is thoroughly conversant with the subject matter. His treatment is keen and trenchant. One may disagree with him on a number of points; one must, however, acknowledge and respect his ability to present his side of the question in a forceful, logical manner. His handling of some of the more abstruse metaphysical angles of the categories is quite remarkable. The total result of his labors is a scholarly and masterly work.

The book is well done, except for a slip on page 75. There it is stated that "the logical accident is distinguished into genus, species, difference, and attribute." This should evidently read: "The logical accident is distinguished from, etc.," not "into."

This reviewer regrets that the author saw fit to restrict his analysis to these four categories. Every student of philosophy would, without a doubt, have welcomed a similar treatment of the other categories, so that the entire field would have been surveyed between the covers of one book.

The thoughtful student will find much solid food for his mind in this excellent treatise on the famous categories.

New Directions in Physical Education for Adolescent Girls

By Rosalind Cassidy. 231 pp., \$2.50. A. S. Barnes & Co., New York, N. Y.

In the first three chapters of her book, Miss Cassidy investigates the foundations for physical education. Suggestions for the program itself are set down in the last three chapters. The author has gathered much material, but unfortunately from sources like Havelock Ellis, John Dewey, Kilpatrick, Freud, Nash, etc., that are to a great extent not acceptable to Catholics. She is under the impression that science has revealed many things that make old and also spiritual standards antiquated, but science reveals nothing of the



Sister M. Rita, O.S.B.

kind because this is not the object of science. There is a bibliography spread over 25 pages, but most of the books listed, are from a Catholic viewpoint unsatisfactory. Miss Cassidy has seemingly given much thought to the question from a purely materialistic and physical viewpoint while completely ignoring the greater question of training body and soul for an eternal well-being.—*Kilian J. Hennrich, O.M.Cap.*

The Book of Major Sports

Edited by William L. Hughes. 396 pp., illustrated. \$3. A. S. Barnes & Company, New York, N. Y.

This is an excellent and handy book containing between two covers the basic fundamentals of four major sports: football, basketball, baseball, and field events. Each section is written by an expert and is preceded by a historical introduction. Each chapter is followed by questions for discussion and test questions. The explanation of the sports is sufficiently extensive and there are more than 300 clear pictures illustrating the technique. The book is a valuable addition to every athletic library and will also be welcomed by coaches and the boys themselves.—*Kilian J. Hennrich, O.M.Cap.*

Historical Atlas of the Holy Land

Cloth, 32 pp., \$1. Rand McNally & Company, Chicago, Ill.

Teachers of religion, and particularly students of the Old and New Testament, will welcome this atlas of Palestine and of the countries mentioned in the Bible. More than 40 maps are provided of the Old Testament world, of Egypt, of Palestine at various times in its history, of Jerusalem, of the Babylonian and Persian Empires, of the Roman Empire, etc. The journeys of Christ, of the Jews, and of the Apostles are indicated in separate charts. The maps of cities include Jerusalem, Athens, Antioch, Rome, and Ephesus. An index to places in modern Palestine is provided.—*K. J. H.*

Heaven on Earth

Adapted from the French of Camille Melloy by Joan Windham. Illustrated in color by Jeanne

Hebbelynck. 48 pp. \$1.25. New York: Sheed and Ward, 1937.

The author introduces this juvenile gem by a touchingly simple and heartfelt statement of what sainthood means, as far as a little child can understand it:

"When you say 'On earth as it is in heaven' do you know what you are asking for? When I was a little girl I didn't. I just said it because other people did, and I'm sure some of you do the same . . . what you are really saying is: 'Please God, will You come to be our King,' etc. After reading the faith-stirring introduction a Catholic child would simply have to go on to the end, for the interest grows as the pages are turned. The ever-loved stories of St. Tarcisus, of the little red shoes of St. Ursula, of St. Germaine and the angels guarding her sheep, of St. Gudule and her cherries, and finally of St. Anthony's secret are told in the same child-appealing language and in the Windham-dialogue manner. Miss Windham surely has the heart of a child.

The illustrations in beautiful colors in frames of what looks like gold are by the Belgian artist whose chubby angels are the delight of all window shops in Brussels. The print is of the kindergarten-first-grade size, and the total make-up of the book, from the beautifully colored front cover to the last page, is all that the teachers of our little ones could desire. The book should be in the kindergarten and in all lower grades of every Catholic school.—*S.M.S.*

Signs Which He Did

By Lamplighter. Illustrated by Electra. New York: The Pro Parvulis Book Club, Inc. 244 pp., \$2. 1936.

This is an unusual book in that it is the story of a Catholic mother studying the Gospel of St. John with her four children. Evidently the family of the story is in good financial circumstances. Their home, a wealthy one, has a chapel which is considered by every member of the family a most sacred spot, and judging by the many communications with the All-Holy dwelling there, is highly appreciated. All through the story the children do things, and despite the vigilance of their devoted mother, are naughty sometimes, down to completely losing their temper. Yes, as Miss Kiely of the Pro Parvulis Club says, this "is essentially such a happy sort of book that it must needs be taken to the hearts of American children." But it also should be taken to the hearts of American mothers, for this is an example in story form of how a mother can make "the Divine Romance that we call our Faith" a living force in her family. Were many Catholic mothers to imitate the mother of this story we would not need to fear the influence of Communism.

The Study Hall

By Hannah Logasa. Cloth, 204 pp., \$2. The Macmillan Company, New York, N. Y.

The general control, organization, supervision, and equipment of the high-school study room, and the special problems of improving the study habits of pupils during the period are here discussed by an experienced study-hall director. Considerable attention is directed to the problems of pupil behavior and discipline. The book closes with suggestions for the functional improvement of the study-hall period as an important element in the school day.

Students Reading Report

By Newton Wilson Draper. Paper, 64 pp., 25 cents. McKnight & McKnight, Bloomington, Ill.

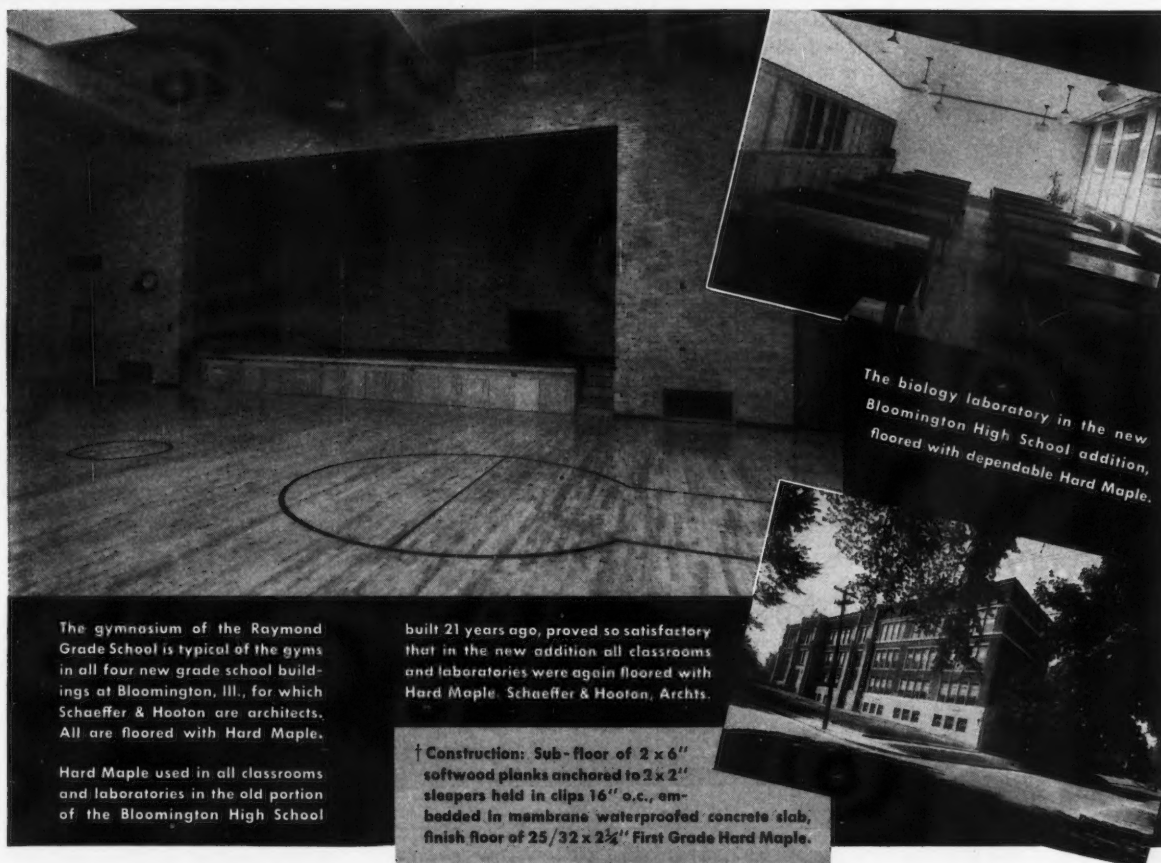
An outline form book for reporting on the reading of short stories, novels, essays, speeches, biographies, drama, and poems. Provides space for the pupil's interpretive comment on the book.

Doorways to Poetry

By Untermeyer, Ward, and Stauffer. Cloth, 524 pp., \$1.32. Harcourt, Brace & Co., New York, N. Y.

A book for high-school use. Discusses and illustrates principles of appreciation, structure, and the art of writing.





The gymnasium of the Raymond Grade School is typical of the gyms in all four new grade school buildings at Bloomington, Ill., for which Schaeffer & Hooton are architects. All are floored with Hard Maple.

Hard Maple used in all classrooms and laboratories in the old portion of the Bloomington High School

built 21 years ago, proved so satisfactory that in the new addition all classrooms and laboratories were again floored with Hard Maple. Schaeffer & Hooton, Archts.

† Construction: Sub-floor of 2 x 6" softwood planks anchored to 2 x 2" sleepers held in clips 16" o.c., embedded in membrane waterproofed concrete slab, finish floor of 25/32 x 2 3/4" First Grade Hard Maple.

The biology laboratory in the new Bloomington High School addition, floored with dependable Hard Maple.

Hard Maple—THE MATERIAL WHICH SURVIVES INTRODUCTION OF NEW MATERIALS AND METHODS

"Seventeen years ago this office designed the Memorial Gymnasium at Illinois Wesleyan University," say Schaeffer & Hooton, Architects. "Today the Hard Maple floor seems to be in as good condition as the day it was laid. The Athletic coaches tell us that its construction† gives the proper firmness with just the right amount of resiliency, which they do not think is inherent in any other type of floor construction.

"It is significant that of all the various details of construction and finish which we customarily used at that time, this construction† is about the only one that seems to have survived the changes due to the introduction of new materials and methods.

"Since that time we have done nearly a hundred school buildings, the majority with gymnasiums, and have used Hard Maple flooring in practically all of them."

No other flooring offers the combination of qualities of Northern Hard Maple. Its tough-

fibred, tight-grained surface is lastingly smooth, does not splinter, splinter, or develop ridges, and firmly anchors desks. Smooth Hard Maple floors are sanitary—easy to clean. Their dry warmth and resilience reduce fatigue—favor student health and efficiency.

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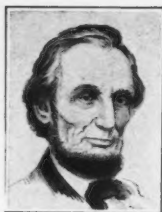
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"Let us decide honestly what we want to do, and then do it with all honesty."

— ABRAHAM LINCOLN
16th President of the United States



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SEXTON QUALITY FOODS

A CLEAN BLACKBOARD

(Concluded from page 286)

An increasing number of children are wearing glasses each year. The White House Conference put the percentage wearing glasses at about 20 per cent. Another 6 per cent having glasses, should but do not use them regularly. As the student body advances the percentages increase — just as they increase after student days have passed and old age creeps on. In the larger cities it is presumed that all children who have defective eyesight receive attention, but in smaller communities no doubt there are many neglected.

Every teacher and custodian in the schools today may become an unofficial member of all the societies for the prevention of blindness and the conservation of eyesight without any cost and make her contribution to the wonderful work the groups are doing. Insofar as your blackboards are a contributing factor to eye troubles, this factor can be removed by insistence upon a clean blackboard at all times.

"Let's Clean Up Our Blackboards."

SAFETY WITH WATER HEATERS

The explosion at the high school in Farmer-ville, La., last spring was caused by pressure in a gas-heated hot-water tank used by the home-economics department. The gas was not entirely shut off at the close of the school session and someone had shut off the water-supply pipe leading to the tank. The latter action prevented the pressure from being relieved by forcing the hot water back into the main water system; and there was no safety valve.

Dr. David J. Price, explosion expert of the bureau of chemistry and soils of the United States Department of Agriculture, who made the investigation, has recommended the following safety rules for water-heating equipment:

1. All manually operated or automatic hot-water heating boilers should be equipped with

safety valves to relieve excessive pressures. These valves should be tested at regular intervals to insure their proper operation.

2. All hot-water equipment should be under supervision of responsible school officials, who should carefully check all valves, tanks, and heating equipment at the close of each day.

3. The practice of turning off water supplies to hot-water boilers to economize on water bills should be discontinued. The plumbing fixtures and connections in the building and to outside drinking fountains should be kept in good condition so that water in the supply line need not be shut off.

4. Provision should be made for regular and systematic safety and fire-prevention inspections in school buildings. This self-inspection can be made at least each month by a committee of three, consisting of the principal, local fire chief, and janitor. The completed inspection reports should be filed with the proper authorities. Self-inspection blanks can be secured from the various field offices of the National Board of Fire Underwriters.

5. Rural-school districts should provide inherent insurance explosion protection on school properties. The protection should not only cover fire loss, but explosion damage as well.

NEW SPANISH COLONIAL SCHOOL

The new St. Philip's Parish School, shown on the cover of this issue of THE CATHOLIC SCHOOL JOURNAL, is in San Francisco. It was designed by Martin Rist in imitation of the Spanish colonial architecture.

Built of reinforced concrete throughout, in style and character it reflects the old convent and church buildings with its deep window openings and iron grilles.

The use of color throughout the school lends an inviting and cheerful atmosphere for the pupils during the day.

The school will include the grammar grades and kindergarten with its own play area separate from the main play yard.

A well-equipped cafeteria is located on the ground floor for the use of the children.

The new building was dedicated by Most Rev. Archbishop John J. Mitty on August 7, 1938.

TEN RULES FOR TRAFFIC SAFETY

Dr. Herbert J. Stack is author of the following ten safety rules for children:

1. Start to school early enough so that you will not have to rush.
2. Plan the safest trip to and from school, and follow it every day.
3. Always cross at the crossing, never in the middle of the block.
4. Cross only with the safe lights.
5. Be alert at all times when crossing streets.
6. Obey the officer or safety-patrol boy on duty at the crossing.
7. Don't hitch rides or dart out onto the street from behind parked cars or hedges.
8. Play in safe places — playgrounds, play streets, vacant lots — not on dangerous streets.
9. Ride bicycles on the right side of roadways, and obey traffic signals and stop signs.
10. On rural highways always walk on the left, facing traffic.

NEED OF INDUSTRIAL EDUCATION

All elementary pupils, both girls and boys, need industrial instruction. Junior- and senior-high-school students must be thought of as groups with specific and varying needs in this field. Junior colleges should be based largely on the terminal concept with industries a major curriculum area. Whatever is done in senior high schools and junior colleges cannot be too practical; it had better be largely of the strictly vocational type. A boy or girl has as much right to preparation for industrial employment as he has to preparation for college admission and professional earning. — Homer J. Smith, at the A.A.S.A. Convention.